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ABSTRACT

Conducted between December 8, 1968, and June 20, 1969, in a cooperative arrangement between the University of Maryland and the State police organizations of New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, and West Virginia, four interdisciplinary, residential management development seminars four weeks long (two week split sessions) were attended by 121 command level state police officers. Faculty members (largely university) were chosen for expertise, adult teaching ability, and rapport with policemen. The curriculum was divided between three weeks of management development and a one-week staff study workshop. Training techniques included lecture discussion, case studies, role playing, and other student involvement projects. Relatively unique aspects were tailor made case materials resulting from initial organizational analysis, and pre- and postseminar assessments of attitudes and role perceptions. Participants enjoyed the program and felt they were learning; and it was determined that participants' job performance was notably enhanced. It was also concluded that law enforcement officers benefit from peer learners similar to themselves and from contact with expert faculty members from a different field. (Questionnaires and other appendixes are included.) (LY)

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FINAL REPORT

STATE POLICE COMMAND-MANAGEMENT SEMINARS for the Middle Atlantic Region

Conducted under Grant #265 from the
Law Enforcement Assistance Administration
U. S. Department of Justice

UNIVERSITY COLLEGE
UNIVERSITY OF MARYLAND
College Park, Maryland
20740

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Final Narrative Report

STATE POLICE COMMAND-MANAGEMENT SEMINARS

for

Middle Atlantic State Police Administrators' College

conducted by

Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland

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December, 1969

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These Seminars were conducted under Grant #265 from the Office of Law Enforcement Assistance, U. S. Department of Justice.

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I. INTRODUCTION

The Final Narrative Report for the State Police Command Management Seminar Project should be considered with three other documents: the financial report, the staff studies in four volumes and the participant notebook. This report in narrative form will clarify the project in general terms, discuss the planning and development of the seminars and provide information on how the seminars were conducted and evaluated. It will highlight the staff study workshop which was one of the unique features of the project. Conclusions are drawn which should be considered when other similar projects are contemplated.

This seminar series was preceded by a program called the New England State Police Administrators Conference. It was organized June 3, 1960 and became known as NESPAC. The management programs were conducted by the New England State Police Staff College and considered to be an Executive Management Development Program. It was a four week seminar, and four such seminars were conducted between March 1, 1966 and June 30, 1967.

The Middle Atlantic State Police Administrators' College (MASPAC), on March 14, 1967, at a meeting in New Jersey hosted by Colonel Kelly, Superintendent of the New Jersey State Police, conceived a command level program. Seven states were represented: New York, Pennsylvania, Delaware, Maryland, Virginia, West Virginia and New Jersey. At this meeting the superintendents discussed the possibilities of obtaining federal financing for management development programs. During the following month the state submitted outlines of a program which were collated by a committee. The Governors of the seven states gave their approval for the venture, and universities were contacted to determine their interest in working on the project.

The University of Maryland submitted a proposal to MASPAC on April 10, 1967. This proposal was subsequently accepted.

MASPAC and the University of Maryland submitted another, more detailed proposal to the Office of Law Enforcement Assistance, Department of Justice, on April 21, 1967. Final approval for a grant to fund the project described in this proposal was made on November 27, 1967. The work for a project called State Police Command Management Seminars began in earnest early in 1968.

II. GENERAL DESCRIPTION OF THE PROJECT

The title for the project, referred to as a short title in the proposal, is "State Police Command-Management Seminars, Middle Atlantic Region." The project had a duration of sixteen months. Originally, the dates were December 1, 1967 to March 31, 1969; but the concluding date was later changed to June 30, 1969 by the Law Enforcement Assistance Administration at the request of the University.

LEAA support for this grant was $128,070.00 The applying agency was the Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742. The Project Director was R. Ray McCain, in charge of the Office of Programs for Executive Development and also Assistant Director of the Conferences and Institutes Division.

The project summary in the proposal is as follows: "The project proposed here represents a cooperative arranagement between the University of Maryland and the State Police Organizations of seven states to design and conduct four executive management seminars for 120 command level state police officers. Each four week seminar will draw upon the resources of experienced university faculty members and state police training personnel.

"The seminars will be interdisciplinary in nature and will employ a variety of training techniques including lecture-discussion, case studies, role play, and other student involvement projects. Tailor-made case materials resulting from initial organizational analysis as well as pre- and post-seminar assessments of attitudes and role perceptions constitute the relatively unique aspects of the program."

The programs were conducted at the Center of Adult Education, University of

Maryland in College Park. The Center, a residential facility, allowed the participants to live, study, have their meals, etc., at one facility.

The administrative functions for the seminar were under the direction of the Project Director, but a planning committee was also used. The planning committee was composed of the training directors in the seven state police departments and the Project Director. The committee ultimately functioned as an advisory group to the superintendents who approved the final plans for the project. But the committee made minor administrative decisions.

Staff members of the Conferences and Institutes Division were used in the development of the program. Two faculty members at the University of Maryland were used as consultants for the program. Dr. Peter Lejins, Professor of Sociology and Director of the Criminology Program was a consultant in the planning phase. Dr. Stanley Hille of the College of Business and Public Administration was used to evaluate by the interview method.

The project can be divided into four phases: planning, developing, conducting, and evaluating. The planning phase began in April, 1968, and concluded in mid-September, 1968. It was during this portion of the project that decisions were made and accepted by the superintendents to proceed in the development of the seminars.

Between September and December 8, the pilot seminar was developed. The staff of the Conferences and Institutes Division was responsible for this development, but it was being guided by the planning committee and the recommendations of the superintendents.

The dates of the four seminars are as follows:

Pilot Seminar, December 8-20, 1968; January 5-17, 1969.

Seminar II, March 2-14, 1969 and April 13-25, 1969.

Seminar III, March 16-28, 1969 and April 27-May 9, 1969.

Seminar IV, May 11-23, 1969 and June 8-20, 1969.

The evaluation phase was in two parts. The first took place in the month and one half period between the conclusion of the first seminar and the beginning of the second. It was essentially a pilot evaluation to re-develop the design of the subsequent programs. The evaluation pertaining to job relevance was conducted five months after the pilot program had concluded. (Other evaluations were made in each of the two week blocks of the seminar, but only minor changes were made as a result.)

The participants for the program were command level state policemen for the seven states. They were selected at ranks of Lieutenant, Captain, Major and Lt. Colonel. The men were assigned to the program by their superintendents, based on various criteria decided upon by each department.

The faculty was mostly from the University community. It was decided (see explanation below) that participants would prefer to have university oriented resource persons as opposed to police personnel. The police personnel used in the seminars were primarily from the International Association of Chiefs of Police.

The curriculum was designed to make a distinction between a three week management development seminar and a one week staff study workshop. The first three weeks of the program were devoted to the development of the man as an administrator. Most of the time was devoted to his management of people and less time upon such matters as community relations and the impact which he, as a manager, would have upon the public at large. The one week staff study was a workshop in which some of the principles learned in the three week seminar could be applied to the solution of real departmental problems.

The methods used in training were varied, as would be expected in such a lengthy program. Lecture was used as well as case studies, role playing activities, involvement and practice activities. The staff studies employed committee problem solving.

The text for the program was The Process of Management, by Newman, Sumner and Warren, (Printice Hall). This book, although primarily used in business administration courses, was considered applicable to the administrator in a police department. In addition to the text, a notebook was given to the participants for each two week segment of the seminar. This notebook included articles from various sources, including some from the police community, some from the Harvard Business Review, some from the American Management Association and some selected by individual instructors as handouts.

Evaluation results of the seminar indicate that the participants considered the program to have been an enjoyable and worthwhile experience. They rated the type of instructor who got them involved and used their experience in discussion activities higher than those who lectured to them. The opportunity to talk with their peers from other departments was a major benefit, as they perceived the experience.

The evaluation conducted by Dr. Hille indicates that the participants were beginning to apply on the job many of the concepts and practices discussed during the seminar. A more definitive evaluation of organization change would take more time than was allowed before the conclusion of the project.

III. PLANNING THE PROJECT

The planning function was carried out by a committee composed of seven training directors or assistant directors in the states and the Project Director. The planning committee was assigned the task by the superintendents to consider various alternatives on major issues and to make recommendations. In addition to Mr. McCain, the following people composed the planning committee: Lt. James Ford, Assistant Director of Training, Delaware; Lt. John Blades, Assistant Chief of Training, Maryland; Captain Harold Siedler, Director of Training, New Jersey; Major Robert Quick, Director of Training, New York; Major John Thompson, Director, Bureau of Training and Personnel, Pennsylvania; Captain Meredith Urick, Director of Personnel and Training, Virginia; Lt. Jack Buckalew, Director of Training, West Virginia.

This committee met on four occasions. A list of the dates and the primary decisions made at each meeting are listed below.

First Planning Meeting, April 15, 1968

(1) Split programs. -- Participants should come to the University for the first two week period, then return to their jobs before completing the last two weeks. This was due to the feeling that being away from the job for four straight weeks was considered to be undesirable from the point of view of the job and the participant's ability to learn in such a concentrated period. By split sessions, participants could attempt to apply on the job some of the principles learned in the first two weeks.

(2) The primary emphasis for faculty would be the academic community. -- Considering experience derived from staff members at the International Association of Chiefs of Police in similar command level programs and

the experience and opinions of the members of the planning committee, it was decided to expose the participants primarily to academicians who had the ability to work with adults and who could relate well with policemen.

Second Planning Meeting, May 22, 1968

(1) The role of the co-director. -- No one member of the planning committee could devote two to four months of his time in working with the director on program development. It was decided that the planning committee would assist the director of the project as individuals, but that they would not leave their jobs as called for in the grant proposal. Instead each of the four seminars would have a seminar co-director. Four of the members of the planning committee would serve in this capacity.

(2) Development functions determined. -- A check list of functions and tasks to be performed in the development of the pilot program were approved; assignments were made to various people and due dates were set.

(3) A comprehensive list of management subjects was reviewed and an emphasis was determined by the planning committee.

(4) A means to appropriate the number of slots in the program to each State for each date was established.

Third Planning Meeting, July 31, 1968

(1) A more detailed list of tasks for members of the planning committee was approved. This included the following: preparation of a police management bibliography; compiling a list of consultants and lecturers from academic and police communities; preparation of cases and incident materials; decisions on orientation of participants before the seminar begins.

(2) The dates of the program were determined.

(3) A tentative list of objectives and a rationale for the program were approved, as well as data gathering devices for a preliminary study of participants.

(4) Final plans were made for the superintendents' meeting in September.

Fourth Planning Meeting -- Superintendents' Meeting -- September, 18, 1968

This meeting was attended by, not only the members of the planning committee, but by seven superintendents or their representatives. The purposes of the meeting were threefold: (1) to brief the superintendents on the plans made by the committee and to allow the superintendents to question these plans, change them and give final approval; (2) to approve plans for the fourth week of the seminar, the staff study workshop, and to suggest possible subjects on which the participants could conduct problem solving exercises; (3) to share with the project director and his staff the special problems of management which superintendents thought their personnel had.

All of the planning committee meetings were of one day duration. They were preceeded by communications from the Project Director and an agenda with subjects to be discussed. Materials like the objectives, the rationale, preliminary study material, etc., were sent to the members of the committee in advance of the meeting. All communiques went through the superintendents of the department.

Three of the four meetings were held at the Center of Adult Education at the University of Maryland. The fourth was held at the Donaldson Brown Center at Port Deposit, Maryland; this center, another facility of the University, was being considered as a possible meeting place for a portion of the seminar.

IV. DEVELOPING THE PROJECT

The planning phase was preparatory to development, i.e., the planning committee decided how the program would be developed. The development tasks to be performed were four in number: (a) conduct a preliminary study; (b) secure and orient seminar faculty; (c) arrange for participant reading materials; and (d) select and orient participants. This development phase also had many administrative functions to be performed but they are normally to be done for any residental program of this type and they are not being discussed in this report.

Preliminary Study: The state police departments, as organizations in which the participants performed management duties, were studied in terms of their structure, policies, precedures, etc. Also, the specific job functions of command level state policemen were analyzed. By means of samplying from the 120 participants and securing feedback on forms the Project Director determined something about the attitudes, knowledge level, scope and behavior skills of the participants. The information gathered in this study was disseminated in various ways to the faculty members and used by the staff in program development. Due to the nature in which the material was collected, and promises made to those who responded, the material is considered confidential and it is not reported in this narrative.

Appendix A contains the package of material used in the preliminary study. It consists, first, of a cover memorandum from the Project Director to those selected to complete the forms; second, a directions sheet; third, a form consisting of sentence portions which the respondent was to complete; fourth, a list of open ended questions regarding management; fifth, a check list on authority-responsibility distinctions. A random sample of 27 of the 120 participants were selected, based on the following criteria:

State	Number		
Delaware	3		(A B C)*
West Virginia	2		(A B)
Maryland	3		(A B C)
Virginia	2		(A C)
New Jersey	5		(A 2B 2C)
Pennsylvania	6		(2A 2B 2C)
New York	6		(2A 2B 2C)
TOTAL	27	TOTAL	(9A 9B 9C)

*A = Lt. Col. and Major
B = Captain
C = Lieutenant

The appropriate number of forms were mailed to the departmental headquarters, and the superintendents selected persons to respond. They were encouraged to choose people who were representative of others in the rank. These forms were completed anonymously and mailed directly to the Project Director. All 27 participants responded to the questionnaires.

Another portion of the preliminary study was a list of seventeen questions which were answered from the superintendent's office. The questions concerned the state police organization. A copy of this list also appears in Appendix A.

Lt. Jack Buckalew, the pilot seminar co-director from West Virginia, assisted the University staff in the development of these data gathering devices. He also spent three days on leave from his department to work with the project director's staff in the collating of replies and briefing a faculty group.

Securing and Orienting Seminar Faculty: A determination had been made for the major subject categories of the first three weeks of the program. (The fourth week of the seminar was to be devoted to a staff study workshop.) The problem of program design is basically one of selecting and sorting. Although a decision was made to devote two and a half days to the subject of communication, a considerable number of decisions were required to select specific subjects of communication, put them into the most meaningful sequence. The project director was assigned in this task by individual faculty members or resource persons for the seminars whom he selected to be responsible for a particular block of time.

The following criteria for faculty selection were followed by the Project Director: (1) The faculty member should be a person with whom the participants could identify. Many university faculty members do not receive the respect of policemen; many men would have disqualified themselves because they do not like policemen. A definite effort was made to determine how a potential resource person viewed policemen. (2) Not all university professors can work well with adults. A person was checked to determine that he had a suitable experience in adult training programs before he was selected. (3) He had to be an expert in his field. (4) He had to be a person who could use various methods of training, in addition to the lecture method.

After a faculty member had been selected, he and the Project Director worked on specific phases in the design for the block of time for which he was responsible. The Project Director tried to get as few faculty members as possible, due to the research which indicates that adult learners prefer to deal with fewer resource persons.

Arranging Participant Reading Materials: An effort was made to draw from various sources and types of materials for the participants. The faculty members for the project worked on this task, in addition to the planning committee. Much of the reading material was submitted by the faculty in the form of articles which they wanted participants to read before their sessions or handout materials. The textbook, The Process of Management, was approved by the planning committee.

Selecting and Orienting Participants: The superintendents submitted to the Project Director, by October 4, 1968 a list of the participants to be in the pilot seminar which began on December 8. A careful process was followed to allay the fears and concerns of participants by answering their questions before they arose. In making this effort, the participant was free of distractions; he came motivated and interested in learning. This was primarily accomplished by the planning committee members working within the departments, and with a series of letters from the University staff for the project. (See Appendix B.)

A re-development of the design took place after the pilot seminar. During the month and a half before the second seminar began, the evaluations submitted by the participants at the end of the first two week unit and at the end of the second two week unit were tabulated and interpreted. Members of the planning committee were consulted on the re-design. The changes were not major, although they were significant for the subsequent programs.

V. CONDUCTING THE SEMINARS

Participants:

The superintendents of each department selected the participants to attend. In the planning meeting on September 18, most of the superintendents indicated that they would assign the highest rank of their command to the earlier seminars. Their decision to send a particular man was final. Most of the superintendents selected men, not simply for their potential or need for education, but because of their rank and influence in the department. This indicated that the decision makers were interested in the program being of immediate effect for their departments.

The decision was made by the planning committee, and approved by the superintendents, that the number of participants alloted to each state would be in proportion to the number of command level officers in the departments. In the seven departments, there were over 400 command level officers. In alloting 30 participants for each of the four seminars, the original quota list was established.

	Executive Personnel	Projected number of participants for four seminars	Actual number of participants for four seminars
Pennsylvania	99	29	27
New Jersey	67	20	23
Virginia	31	9	12
New York	101	29	16
West Virginia	20	6	9
Maryland	45	14	18
Delaware	40	13	16
	403	120	121

New York and Pennsylvania did not use their full quota and their slots were divided up between the other five states. Altogether 121 officers participated in the Seminars, including the four who acted as Seminar Co-Directors. See Appendix C for the complete list of participants.

In the pilot seminar, the rank of the personnel was divided as follows: Lt. Colonels, two; Major, four; Captain, thirteen; Lieutenant, eleven. The fourth seminar was predominently made up of lieutenants. This indicates that the superintendents followed through on their plan to send the highest level personnel to the first two seminars.

Before attending the seminar a personal data sheet was completed by each participant. It provided such things as name, department, total years of service, duties, and responsibilities, person to whom he reported in the organization, etc. The form used for obtaining these data is in Appendix D. A majority of the participants did not have more than a high school education, although they had attended various types of continuing education programs over the years. Questions asking about their reading habits indicated that they do not read management journals, nor do they read many magazines that relate directly to law enforcement.

Faculty:

A total of fourteen resource persons made up the faculty for the pilot seminar. (This does not include the Project Director.)

Professor - University of Maryland - 5

Professor - Another University - 2

University connected (but non-faculty) - 5

Industry - 1

Law Enforcement - 1

The ratio of types changed somewhat in the second, third and fourth seminars, but fourteen resource persons were used for those seminars, too. A list of the subjects and the persons used in the first seminar and their organization or affiliation follows:

Communication
Dr. Paul Barefield
Department of Speech
University of Oklahoma

Mr. Ray McCain
Project Director

Dr. Joseph Zima
Assistant Professor
Department of Speech
University of Maryland

Problem Analysis & Decision Making
Mr. Charles Rice, Manager
Voluntary Education & Education Administration
I.B.M. - Boulder, Colorado

Fundamentals of Management
Mr. Norman Kassoff, Asst. Director
Professional Standards Division
International Association of Chiefs of Police

Planning
Dr. Melvyn Woodward, Director
Institute for Community & Industrial Research & Services
Bucknell University

Controlling
Mr. John Furcon, Research Associate
Measurement Research
Industrial Relations Center
University of Chicago

Dr. Robert Green, Director
Computer Technology
Georgia Tech

Controlling (continued)
Dr. Ronald Olson, Associate Professor
Department of Business Administration
University of Maryland

Dr. Ralph Sprague, Asst. Professor
Information Systems Management
University of Maryland

Leading and Directing
Mr. Arthur Beck
Management Center, Institute for Business & Community Development
University of Richmond

Mr. Richard Dunsing, Acting Director
Institute for Business & Community Development
University of Richmond

Mr. Harry Park, Management Center
Institute for Business & Community Development
University of Richmond

Organizing
Mr. Norman Kassoff

Public & Community Relations
Mr. Norman Kassoff

Dr. Peter Lejins, Professor
Department of Sociology
University of Maryland

Dr. David Lewis, Chairman
Social Sciences Division
University of Maryland
Baltimore County Campus

Dr. Barefield and Dr. Woodward were not asked to assist in the remaining seminars because of the distance which they had to travel and the travel cost. Professor Linkow and Dr. Hille of the University of Maryland took their places on the program. Mr. Norman Kassoff of the International Association of Chiefs of Police did not return to the last three seminars because an effort was made to get an I.A.C.P. staff member from the State and Provincial Division. The main person to serve in this capacity for the second, third, and fourth seminars was Mr. David Espie. The Project Director conducted some sessions in the pilot seminar; thereafter, he limited his involvement in the program to working in the fourth week of staff study.

An important member of the team, although not a member of the faculty, was the seminar co-director. He was a member of the planning committee or a representative: First Seminar, Lt. Jack Buckalew, West Virginia; Second Seminar, Lt. John Blades, Maryland; Third Seminar, Lt. Charles Olive, Virginia; Fourth Seminar, Captain Harold Seidler, New Jersey. These men lived with the participants during the entire four week period. They were lodged in the suite in which the social hour was conducted, and they coordinated the informal discussion activities in the late hours. They assisted the Director by relating information about the nature of the participants to the particular faculty members when they arrived. They introduced the faculty, provided internal summaries, made determinations of groups' needs, advised the Director on the workshop and alternatives to be taken. In some cases they contributed information pertinent to a faculty member's need at a given time in the class.

Curriculum Design:

The overall objectives for the seminar were listed as follows:

(1) To increase the police administrator's skill in communicating and problem solving.

(2) To develop the managerial effectiveness of police administrators in organizing, planning, leading and directing, and measuring and controlling.

(3) To enlarge the police administrator's capacity to establish the policies and programs of police-community relations.

(4) To bring about proposals to solve problems in police administration common to the seven departments.

The rationale for the pilot seminar, as well as the subjects and the distribution of hours, received the superintendents' approval. Appendix E includes (a) the rationale, subjects and hours of the seminar; (b) the scheduling for the pilot seminar; and (c) an overall schedule for the pilot seminar which provides only the general subjects.

The design was changed somewhat for subsequent programs. One change was the elimination of evening sessions, based on the feedback which we received from the participants of the first seminar. The daily schedule for the last three seminars is in Appendix E.

Some of the subjects were changed in the last three programs. A list of subjects used in these seminars follows: (1) Orientation; (2) Attitudes toward Management; (3) Goals of Police Organizations; (4) Problems in Police Organizations (5) Nature of State Police Organizations; (6) Financial Control; (7) Policies and Policy Development; (8) Work Measurement; (9) Organizing Work and Staffing; (10) The Nature and Scope of Planning; (11) Systems Approach to Planning and Control; (12) Information Systems and Law Enforcement; (13) Problem Analysis and Decision Making; (14) Personnel Measurement and Control; (15) Preparation for Staff Study; (16) Leading and Directing; (17) Principles of Group Communications; (18) Principles of Briefing; (19) Practice Conferences and Briefings; (20) Public and Community Relations; (21) Staff Study. A schedule of subjects for the four weeks of the second seminar is in Appendix E. Appendix E includes outlines used in various segments of the last three seminars.

The staff study workshop (fourth week) will be discussed below in considerable detail.

An important aspect of the four week seminar was the conclusion on the morning of the last day. An oral evaluation was obtained from the group, and the seminar was topped off with a graduation ceremony, a speaker and the awarding of certificates. For the first seminar, which concluded in January, the speaker was Mr. William Franey, Director of the State and Provincial Division of I.A.C.P. Mr. Franey also spoke for the third seminar graduation on May 9. The second seminar included three speakers: Colonel Lally and Colonel Burgess of the Maryland and Virginia State Police, respectively, and Mr. Ed Tully of the F.B.I. Office in Baltimore. The graduation ceremonies for the concluding seminar on June 20th were conducted by Colonel Kelly, Superintendent of the New Jersey State Police. Various superintendents and their representatives were present for most of the graduation exercises.

Methods and Materials:

The design of the subjects in the curriculum was intended to take the participants through a process of learning. It was essential that the training methods contribute to this process. In many ways it was difficult to assure the sequence of methods which would allow the participants to experience various kinds of involvement activities with each other and the instructor. By allowing an instructor to stay with a group for long periods of time, e.g., one to three days, the instructor himself could be responsible for a variety of methods.

A number of types of methods were used along with visual aid materials. The resource persons from the University of Richmond used a number of transparencies with an overhead projector. As it turned out, participants were interested in having what was projected copied and distributed to all in attendance. Mr. Furcon, discussing personnel appraisal systems developed at the University of Chicago, used a 35 mm slide projector. Mr. Rice used some excellent cases and involvement activities for group discussion on the problem solving subject. Professors Zima and Linkow used role play and practice exercises in communication, actually simulating communicative situations that the participants may encounter. Films were used in the program on two occasions. The staff studies workshop used various techniques which will be described below.

The value of evening discussion among the participants was so great that reading assignments were infrequently given. Participants were referred to various sections in the notebook where articles or handouts appeared and, in some cases they were referred to chapters in the textbook, however, very little was expected of the participants in out-of-class reading.

VI. CONDUCTING THE STAFF STUDY WORKSHOPS

A unique feature of the program was the relationship between the fourth week and the preceding weeks. The Management Development Seminar essentially concluded at the end of the third week. The emphasis of this portion, given during the last two days of the third week was on the role which police managers should play in the community.

The participants were told that, as experienced command level officers, they were already well equipped to deal with many of the problems in the state police organization. After involving them in a three week program designed to develop and sharpen these abilities, an immediate application was made to problem situations which they face in the real world. The program afforded unique advantages for studying problems in that representatives from seven departments were relatively isolated in a seminar at the University. The potentials of getting a cross fertilization of ideas and of pursuing problems without interruption of normal working duties were taken advantage of in the staff study workshop.

The manner of conducting the workshop varied between the first seminar and the remaining three. The design for the pilot seminar provided for communications skills early in the program. Before the second seminar, it was determined that communication exercises should be in the middle of the third week to assure familarity of some of these skills when the participants actually applied them in the fourth week of staff study. Another major difference was the date that the participants selected their staff study subjects. In the first seminar, the subjects were not selected until the end of the third week. This provided no time to do research, to look through files at the office, to write off for library materials and to get advice from people in other parts of the country. This was changed in subsequent seminars. On the last half day of the first unit, i.e., the end of the second week, the participants elected the subjects which they wanted to study. The groups actually met before they left to go home at the end of the second week to set up assignments for research during the intervening period.

The staff study concept was used because it is familar to the persons who have had a military background; the approach is frequently used in state police departments, also. It was surprising, however, to learn that only a few of the command level men had been involved in departmental staff studies. A difference was evident in terms of approach in this seminar and what was experienced in the on-the-job staff study. Most staff studies are assigned for one man to do. He may well consult other persons, but he does the study alone and reports to the superintendent. The approach used in this series encouraged group efforts. Individual research work could be done and reported to the group, but decisions and directions were hammered out in committee fashion.

This thrust presented many difficulties which the participants had not experienced before; namely, the frustration and the slowness or working with other people; the anxieties that come in conflict with other people, the absence of resource persons who can do work for the command officers, etc.

The participants were reminded on Sunday evening of the fourth week of some principles of problem solving and group communication which had been discussed earlier. They were told that the superintendents were interested in receiving reports from them on their studies. No effort had been made to coerce a participant into a particular group. Subjects were selected by the total group of 30 participants, and individuals could select the one particular subject he wanted to study for a week.

From four to seven subjects were usually selected by the people. Usually on Monday, the first day of the workshop, the participants experienced a frustration of defining a problem. Much of their work was conducted at a leisurely pace on Monday, but toward the end of the day, and especially on Tuesday morning, the pace quickened. They began to feel the anxiety of having to complete a product, and they were aware that time was slipping. Many individuals in groups would pull off to read particular documents. Some groups went to organizations or libraries in the Washington, Baltimore area. Various types of resource persons from police organizations and University faculty members came in to consult with them on their particular problem area. It was the role of the Project Director and the seminar co-director to identify the needs of study groups for materials and resource and to provide them.

The groups often reported to each other in a liaison capacity when they had related subjects. Each group made a formal presentation of its study to the larger audience of participants on Thursday of the fourth week; feedback was provided by the audience to help strengthen the staff studies. The staff study reports were handed in to the Project Director. Each study was typed in final form and distributed to all participants in all four seminars, as well as the superintendents, when the Grant period concluded. The staff studies appear in four separate volumes, one for each of the four seminars.

An outline for organizing a completed staff study was developed for the pilot seminar by the co-director, Lt. Buckalew, and it appears in Appendix F. Most groups used this format, but they were not obligated to do so.

VII. EVALUATING THE PROJECT

Two types of evaluations were conducted, in addition to information picked up from the participants by the Director and co-directors. Paper and pencil devices were administered at the end of each two week unit for all four seminars. These forms consisted of questions on the overall value of the seminar in addition to the particulars of the sessions and the instructors who conducted them. Appendix G consists of a report of two of these seminars. (In some cases the questions varied and it was impossible to develop a composite tally for all four seminars.) The pilot seminar and the second seminar evaluations were selected because they represent the original development and the only major re-development.

The more significant evaluation was taken to determine the impact of the seminar on the participants job behavior. Dr. Stanley Hille, Associate Professor of Business Administration, conducted the evaluation by interview, sampling various participants from the pilot seminar. He went to their departments approximately six months after the program concluded as an objective evaluator. Although Dr. Hille became a faculty member in the second seminar, he was unknown to the participants whom he interviewed from the pilot seminar. His evaluation appears in Appendix H.

VIII. CONCLUSION

The evaluations of these seminars indicate that the participants enjoyed the experience. They also thought that learning took place, and Dr. Hille determined that the job performance of pilot seminar participants was significantly affected. The benefits growing out of long-time (a month) and close (constantly under the same roof) contact with peers has been mentioned many times in this report.

A conclusion from these data would be: the objectives of educating command level state policemen to certain principles and practices of general management in small groups within a lengthly program have been adequately met; the expenditure of money under this Grant is justified. This statement would likely be considered an accurate and safe conclusion by all parties in this project; superintendents, planning committee members, participants, project director, faculty, and LEAA.

What were the primary contributors to the success of this program? Some people would look for a particular subject or a special faculty member, but a few subjects handled by a few trainers cannot explain the response to the project. It is the contention of the author of this report that the basic "mix" was the major contributor to the program's success.

The mix on the one hand was based on similiarities and on the other hand, differences. An individual participant learns from an interchange with his fellow participants and the faculty members.

He was very similar to the other participants. What he needed to learn from peer relationships could not have been learned as well if half of the participants were municipal policemen; if his peers in training had been business or government executives, it would have been an even poorer mix. He was able to get to know other men from his own department who worked in another part of the state or at a different level. He could talk shop with people who had essentially the same jobs, but they were from six other political and organizational situations (states). There were enough differences within a basically homogeneous group to make dialogue comfortable and helpful. The gathering of thirty state police command managers was a mix of participants which met distinct needs of each man.

The participants were under the direct influence of a faculty which was different from them. The dozen or so resource persons had no police background. In fact, 75% of them had never faced policemen in a classroom nor held lengthy conversations with them before the pilot seminar. The mix, therefore, between the participants and faculty based its appeal on differences. Some pilot seminar participants wanted the academician to know more about their police job, but they would not have preferred the police executive trainer. The two faculty members who had a police background were rejected by the group, unjustly on the basis of their performance, in the opinion of the Project Director. The participants, although desirous of colleagues as fellow learners, did not want to be taught by a police executive or police consultant.

More careful consideration of the mix of participants with each other and the distinctions between the participants and faculty should be given in management development programs. Law enforcement officers may benefit more from peer learners who are similar to themselves and from contact with expert faculty members from a different field.

APPENDIX A

Preliminary Study Material

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

November 12, 1968

MEMORANDUM

TO: State Police Superintendents and Members of the Planning Committee for the State Police Command-Management Seminars

FROM: Ray McCain, Project Director

Subject: Gathering Information for the Pilot Seminar

You will be interested to know that we have a complete schedule for the pilot seminar to be conducted December 8-20 and January 5-17. The resource people have been booked for the various sessions in the seminar. The participants for the pilot seminar will receive a letter from me this week including reading materials which they can begin to look at during the month prior to the seminar.

We agreed in our meeting on September 18 to gather as much information as possible about the state police organization, the job functions of command personnel and specific information about the participants who will be in the program. This will necessitate the completion of work by the Superintendent's office and by representative seminar participants.

The first item is to be completed by the Superintendents. It includes a list of 17 questions prepared by Lt. Jack Buckalew from the West Virginia State Police. He is working as Co-Director for the first seminar and has agreed to be primarily responsible for developing an Instructors' Guide. Your answers to these questions will help him to prepare the Guide. Please send your responses to these questions directly to me.

We also want to gather information from representative seminar participants. Please designate the appropriate persons to complete the packages which include the following: Sentence Portions; Questions; Authority-Responsibility Checklist. The people to whom you give the materials must remain anonymous and they should not identify their department.

Your state should identify a total of_____persons by the following ranks:
______________________Lt. Col. or Major
______________________Captain
______________________Lieutenant

These people should be representative of the total number of people you'll send to the four seminars and not necessarily limited to those who will attend the Pilot Seminar. They should send their replies directly to me.

We would like to have the replies from the Superintendents and the representative participants in hand no later than November 22. If this is an unrealistic due date, please advise me when to expect the materials.

Thank you for assisting us. Your replies will certainly help us to provide a more relevant educational program for your people.

RMcC/bk

Encs.

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

DIRECTIONS

You have been asked by your Superintendent to complete the attached forms. You should not identify yourself or your department in replying.

As you probably know, the University of Maryland is conducting four four-week management seminars for command-level state policemen from seven states. The Planning Committee which is preparing the seminar must know something about the participants in the programs. From a total of 120 participants (30 in each of the four seminars) we have selected a representative sample of 27. You are one of the 27.

There are three different forms in the package for you to complete:

(1) Sentence Portions
(2) Questions
(3) Authority-Responsibility Checklist

Instructions appear on each form which will give you guidance on how to respond.

Your replies will be used to tailor the seminars to more closely meet the needs of state police management. We sincerely appreciate your willingness to comply with this request for assistance.

Please mail the package of three forms directly to:

Ray McCain
Director, Office of Programs for Executive Development
Center of Adult Education
University of Maryland
College Park, Maryland 20742

Please remain anonymous.

We would like to have this material in hand no later than Friday, November 22.

RMcC/bk

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2785

SENTENCE PORTIONS

Please complete the following sentence portions with the first words that come to mind. You are not encouraged to spend considerable time thinking about the nature of your response. No explanatory remarks are necessary for the sentence as you complete it.

Do not identify yourself or your department.

* * * * * * *

1. The managerial function on which I need to work is...

2. The most enjoyable part of my current job is...

3. If I could relive my high school and college days, I would study to become...

4. The aspect of my job which I think I do best is...

5. What motivates me in my present job is...

6. The main problem I have in leading conferences is...

7. If there is one personal characteristic which a man must know about me if he is going to help me improve as an administrator, it is...

8. Where I am weakest as a leader of men is in the area of...

9. My big ambition before leaving or retiring from my department is...

10. I consider myself to be...

11. The main problem I have in communicating in face-to-face situations is...

12. If there is one thing I missed in preparing me for my present position, it was...

13. The most satisfying aspect of my job is...

14. If I have a problem which I cannot solve myself, I...

15. The concept or technique of management which has played the most significant part in my career is...

16. The most important quality to have as an administrator is...

17. If I could change one administrative policy in my department, it would be...

18. If I ever leave police administration, it would be because of...

19. I consider state policemen to be...

20. The primary objective of the state police department is...

21. The main advantage of working for a state police department is...

22. The most distasteful part of my job is...

23. The main trouble with the meetings I attend in my work is...

24. The public views state police as...

25. If I had to express my philosophy of management in one sentence, it would be...

26. The three areas of police administration on which I would like to know more are...

27. I consider most of my immediate subordinates to be...

28. Subordinates I have had the most difficulty motivating were people who...

29. What motivates most of my subordinates is...

30. My subordinates probably think I am...

31. If I lose a key subordinate from police work, it will probably be due to...

32. The primary consideration in appraising employees is...

33. The three general qualities I must see in an employee before I endorse his promotion are...

34. At this time, my attitude toward taking a State Police Command-Management Seminar is...

35. The main benefit I need to obtain from a management seminar is...

36. If there is anything which need not be done during a police management seminar, it would be...

QUESTIONS

The following are a series of open-ended questions. Please answer them as fully as your information about the subject will allow. If you need additional space, use the reverse side of the page.

Please remain anonymous.

* * * * * * * * *

1. In your role as manager, what personal changes have you undergone in the last few years? That is, what personal attitudes, concepts, or practices of managing have you changed?

2. What are the five most essential qualities of a leader of men? List them in order of importance, the most significant and essential appearing first.

3. Considering a top police administrator you have personally known or heard of, please describe in some detail the qualities which you think made him effective as a manager.

4. What concepts and practices of financial management (budgeting) would you like to know more about?

5. Describe the procedure of long-range planning in your department.

6. Do you think your State Police Department inhibits or encourages innovation and progress. (Please explain your answer)

7. List three problems which face top administrators of the State Police organization which would be discussed either officially or unofficially when administrators meet. Express the problems in question form, e.g., "What should be done to reshape the public's image of state police?" "What should be done to prepare Lieutenants and Captains for positions which will be vacated by retiring top administrators?"

8. In order of priority, list the personal goals or objectives you have as a police administrator.

9. When a major problem occurs calling for a decision and subsequent action, how are you involved in the decision-making? (Select a problem area which would involve you in some way)

10. Upon receiving suggestions or complaints from subordinates, what action do you usually take if any?

11. Do you feel the work in your department is distributed evenly? If not, what do you think could be done to remedy the situation?

12. Describe briefly the policy you use in setting up short-range objectives.

13. What forms of discipline are used for personnel in your department?

14. What common areas of interest and areas of conflict do you see between the state police organization and:

    a. Government?

    b. Citizenry?

    c. Business?

    d. News Media?

15. What are some of the difficulties you encounter in leading conferences and making briefings (oral presentations)?

16. What devices or inventories of measurement and evaluation does your department use: (please explain)

    a. to determine the qualifications of persons before they are hired?

    b. to determine the attitudes of personnel?

    c. to appraise personnel performance?

    d. to evaluate work effectiveness?

    e. to determine an employee's understanding of job responsibilities?

17. What concepts and/or applications of the computer would you like to know more about?

AUTHORITY — RESPONSIBILITY CHECKLIST

Please indicate your rank ______________________________.
(Do not give your name or department)

This form is designed to determine your limits of management authority and responsibility. There are thirty-five specific functions listed on the form. In the blank space beside each of the 35 functions write the response number which comes closest to describing your authority and responsibility.

The five possible responses are listed below:

1. You are fully responsible for these matters and are free to take final action on them without consulting your superior.
2. You are fully responsible for these matters. Although you are free to take final action on them you must keep your superior informed on the action taken.
3. You keep your superior currently informed on these matters and seek his approval before taking any action.
4. You keep yourself fully informed on these matters and are prepared to make recommendations when your superior asks for them.
5. You have no authority to take any action on these matters and you are not usually consulted by your superior for recommendations.

Functions:

1. Assigning work or tasks to subordinates. __________
2. Requiring subordinates to adhere to established procedures and operating methods. __________
3. Rearranging work schedules of subordinates to meet temporary, special or unusual situations. __________
4. Requiring subordinates to work overtime. __________
5. Making material changes in the duties and responsibilities of subordinates. __________
6. Granting absences from place of work during the day. __________
7. Granting excused absences of one day or more with pay. __________

Authority — Responsibility Checklist, con't page 2

8. Granting regular leaves of absences of 30 days or less. ________

9. Granting regular leaves of absence of more than 30 days. ________

10. Scheduling vacations of subordinates. ________

11. Requiring subordinates to adhere to sickness benefits rules. ________

12. Using reprimand or other disciplinary measures, except demotion and termination, to enforce rules and regulations. ________

13. Authorizing travel of subordinates to meetings. ________

14. Authorizing travel of subordinates to trade associations and similar meetings. ________

15. Counseling with subordinates on Employees' Benefits Plans, and Leave of Absence and also Vacation policies. ________

16. Assisting subordinates in completing and filing required documents under Employees' Benefits Plans. ________

17. Deciding on the validity of sickness benefits claims. ________

18. Changing work methods which affect only your own unit's work (exclusive of major system changes). ________

19. Deciding whether an addition to your force is necessary (subject to approved quarterly forecast). ________

20. Deciding whether a vacancy in your own unit needs to be filled. ________

21. Selection of personnel for replacements or addition to force. ________

22. Accepting or rejecting personnel offered for replacements or additions to force. ________

23. Demoting your subordinates to a lower salary group classification because of inefficiency or need for disciplinary action. ________

24. Promoting your subordinates to a higher salary group classification to fill existing vacancies in staff. ________

25. Transferring your subordinates to a different occupation that is classified in the same salary group classification. ________

26. Releasing your subordinates for transfer to others when they have been specifically asked for. ________

27. Counseling with your subordinates who have initiated or contemplate submitting Requests for Transfer. ________

28. Deciding whether a subordinate should be discharged. ________

29. Establishing the duties and responsibilities for new occupations in your unit. ________

30. Informing subordinates that an increase in salary has been granted after receipt of official notice. ________

31. Initiating appraisals of qualification, abilities and performance of subordinates. ________

32. Initiating recommendations for increases in salaries of subordinates. ________

33. Currently developing and maintaining appropriate descriptions of the duties and responsibilities of each of your subordinates. ________

34. Seeing that your subordinates have the authorized title and classification for the work they are actually performing. ________

35. Initiating recommendations for reclassification of occupations in your unit that appear to be improperly classified. ________

STATE POLICE ORGANIZATION STUDY

The replies to these questions and requests for information should be returned by the Superintendent to Ray McCain.

Please label all responses by the 17 numbers in this list.

* * * * * * * *

1. A brief history of the organization and its origination.
2. Summary of the organization and its state-wide functions.
3. Job descriptions for positions down to and including lieutenant.
4. What positions have a part in making out the budget request?
5. Executive organization--to whom is the police head responsible?
6. Percent of state budget for policing for years 1960 through 1968.
7. To what extent is police budget controlled or limited?
8. Is major control by civil service? organization? combination? Other? (identify) appointment, promotion, discipline?
9. What specialization exists in the organization?
10. What is the rate of turnover? What factors are involved in this turnover?
11. When and why was latest reorganization--major? minor?
12. Can organization changes be made administratively or must they be made by law changes?
13. Span of control for positions both command and supervisory.
14. What is your process for disseminating information and directives to the organization?
    a. Is distribution assured to all affected personnel?
    b. Have provisions been made for explanation and interpretation?
15. What are the organization objectives?
    a. Has the organization been attaining its objectives?
    b. Does each division have objectives of its own?
16. What are the organization's needs? (List in priority)
17. How far into the future are your plans projected?

APPENDIX B

Correspondence with Participants

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

November 15, 1968

Congratulations on your selection to attend the first State Police Command-Management Seminar. Those of us at the University of Maryland are looking forward to meeting and working with you during the four-week seminar.

Considerable effort has gone into the plans for the project--an effort which has involved your Superintendent and your Department's Training Director, in addition to University staff members. We have attempted to develop a tailored program which is relevant to state police administrators. The success of the program will depend largely on the contribution which you and your state police colleagues make, however. The Seminar is designed to draw upon your experience in police administration in addition to what the faculty will offer.

Many of your questions regarding the Seminar will be answered by the information sheet which is enclosed. If you have additional questions, please call us.

In order to determine some characteristics of the group of thirty participants in the Seminar, it will be helpful if you complete the enclosed Participant Data Sheet and return it to me in the next couple of days. A synthesis of this information will be used to construct a group profile.

Two booklets are enclosed, both written by Norm Kassoff, one of the resource persons we'll have in the Seminar:

(1) "The Police Management System"
(2) "Organizational Concepts"

These booklets and all materials you will receive during the Seminar are your personal copies. You may keep them. You can begin to prepare for the Seminar by reading the booklets now.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) [illegible]

Within the next five days you will receive the major textbook for the Seminar, an outline of the Seminar subjects and a list of the faculty.

We look forward to joining with you in an extremely worthwhile educational experience, and we hope it is a meaningful step in your career in state police administration.

Sincerely,

Ray McCain
Director

RMcC/bk

Enclosures

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

November 26, 1968

MEMORANDUM

TO: Participants
State Police Command-Management Seminar

FROM: Ronald C. Taylor, Seminar Coordinator

Subject: Preparations for Pilot Seminar; December 8-20; January 5-17

Thank you for returning the Participant Data Sheet. I have looked through the forms and my first reaction is that we have a high caliber group of state police executives. This fact is a challenge to us, and it means that each of you can look forward to unusual benefits from being involved for four weeks with challenging administrators from other departments.

As the coordinator for the seminar my principle function is to cover the administrative details. If you have questions pertaining to arrangements for getting to the campus as well as during your stay in our Center, please contact me.

The textbook for the seminar is enclosed: Newman, Summer and Warren, The Process of Management. Although it is not written specifically for police executives, it does discuss your management functions. We suggest that you skim the book; you can then go back and give more attention to topics that are of special interest to you. We'll read the book in more depth during the seminar.

The seminar schedule is enclosed. Only the major subjects are listed and they represent the primary functions of managers. You will receive a more detailed schedule in your notebook when you arrive on December 8. The faculty list for the seminar is also enclosed.

Ray McCain, the Project Director, will write to you next week and give you more information on the nature of the seminar.

Please call us if you have any questions: (301) 454-2720. I look forward to meeting you and serving as the coordinator for your seminar.

R/bk
Enclosures: textbook
schedule
list of faculty

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) [illegible]

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

December 3, 1968

MEMORANDUM

TO: The Participants
State Police Command-Management Seminar

FROM: Ray McCain, Project Director RMc

Subject: Brief Orientation to the Pilot Seminar: December 8-20; January 5-17

The ultimate purpose of this Seminar is to develop your managerial effectiveness as a police administrator. Only the attitudes, skills and knowledge which pertain to your management functions will be dealt with in the Seminar.

The method used to improve managerial effectiveness will call on your past experiences. The faculty will provide information, ideas, cases and motivation for the participants to work together in the development process. The Seminar, in other words, will not be solely lecture-discussion. Much of it will depend upon your willingness to be creative in solving administration problems and engaging in self-development.

There are four features to the Seminar:

1. The first week will be devoted to your development in two areas that pertain to all managerial functions. This segment of time is titled, "Personal Development," and it deals with communication and problem-solving. By beginning the program in this fashion, you can utilize new awarenesses and improved abilities to enrich the remaining portion of the Seminar. The Seminar will call forth your best efforts as you communicate and attempt to solve problems with other participants.

2. The following week and a half will concentrate on the primary functions of the manager: organizing; planning; leading and directing; measuring and controlling. An effort will be made to relate theory and principles in these areas to police administration. The attempt to be practical has been made in the manner of choosing and orienting faculty members.

3. The police organization does not function in a vacuum. It is a part of the community at large. Although the primary emphasis of this Seminar is on the task seldom touched in law enforcement education, internal management, it is necessary that the Seminar include sessions on public and community relations. The sessions will focus on the command-level administrator's role in establishing policies and programs which assure a close working relationship between the police organization and the public.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) [illegible]

4. The last week of the Seminar will be called a "Workshop on State Police Management Problems."

On September 18, the Superintendents met at the University of Maryland in an all-day planning meeting. In addition to approving the plans for this project, they identified major administrative problem areas which would warrant participant discussion during the Workshop. Your task, after the third week of the Seminar, will be to work with other participants to clarify these problem areas. The one-week Workshop will enable small groups to work on problem analysis and solutions to problems similar to departmental staff studies.

When the four-week Seminar has been completed, the staff studies or committee reports will be compiled, transcribed and distributed to you and your Superintendent.

In summary, the Seminar attempts the following: (1) to develop you personally in communication and problem-solving; (2) to expand your understanding of basic managerial and community relations functions; (3) to create an atmosphere in which you and fellow state policemen can propose solutions to real state police administrative problems.

The Planning Committee for this project consists of the following men, in addition to myself:

Lt. John Blades
Assistant Chief of Training
Maryland

Lt. Jack Buckalew
Director of Training
West Virginia

Lt. James Ford
Assistant Director of Training
Delaware

Lt. Harry Barbe
Academic Administrator
New Jersey

Maj. Robert Quick
Director of Training
New York

Capt. Harold Seidler
Director of Training
New Jersey

Maj. John Thompson, Director
Bureau of Training and Personnel
Pennsylvania

Capt. Meredith Urick
Director, Personnel and Training
Virginia

The Committee has met in four all-day planning meetings, and we have exchanged information and ideas, based on individual work, on numerous occasions.

We hope our plans, when they materialize during the four-week Seminar, come close to meeting your management needs and interests.

RMcC/bk

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT December 8, 1968

MEMORANDUM

TO: The Participants
State Police Command-Management Seminar

FROM: Ron Taylor, Conference Coordinator

Welcome to the University of Maryland. We hope your trip has been without difficulty.

I shall be your conference Coordinator for the Seminar--the question-answer man. And, to begin with, here are some answers.

Bedrooms

We have made no pre-selection of bedrooms. They are double occupancy and you have your choice of roommate (among the participants). If you have no preference, the clerk at the Front Desk will randomly make room assignments with the hope of having men from different departments sharing the same room.

Social Hour

At 5:00 p.m. we will meet in Jack Buckalew's suite 209-211 for the social hour. Causal dress is the order of the day. This will be an opportunity for you to become familiar with the other participants in the program.

Dinner

Dinner will be in the Constellation Room on the first floor off the Exhibit Hall at 6:00 p.m. The menu will be pre-selected and catered.

Orientation (7:15 - 9:15 p.m.)

Conference Room A is located on the first floor off the main lobby.

Please bring your notebook and text (The Process of Management).

YOU WILL HAVE TIME AFTER DINNER TO RETURN TO YOUR BEDROOMS TO PICK UP THESE MATERIALS. YOU NEED NOT BRING THE MATERIALS TO THE SOCIAL HOUR OR DINNER. To assist you in finding the appropriate rooms on the first floor, we will set up the welcome sign in front of each room.

More questions will arise during the next two weeks. The office suite for Executive Programs is through the double doors at the right of the elevator on the second floor. My office is room 233. Ray McCain's is 230, and Bev Karls, Conference Assistant, is 231. Do not hesitate to call on us for assistance.

I look forward to working with you.

RT/bk

INFORMATION SHEET FOR PARTICIPANTS

IN

STATE POLICE COMMAND-MANAGEMENT SEMINARS

General Information on the Project

1. The Project -- Four four-week management seminars with 30 command-level state policemen attending each.

2. States Involved -- Delaware, Maryland, New Jersey, New York, Pennsylvania, Virginia and West Virginia.

3. Organizations Involved --

   a. Middle Atlantic Police Administrators' College (composed of the seven police departments).
   b. The University of Maryland (the Office of Programs for Executive Development which is within the Conferences and Institutes Division).

4. Administration of Project --

   a. Project Director -- R. Ray McCain, Director, Office of Programs for Executive Development, University of Maryland.
   b. Planning Committee -- composed of Project Director and the Directors of Training in the seven police departments who represented the Superintendents.
   c. Seminar Co-Director -- one of the members of the Planning Committee will serve as a Co-Director with Ray McCain for each of the four seminars.
   d. Seminar Coordinator -- Ron Taylor of the University of Maryland will handle all administrative details for the seminars.

5. Schedule for the Four Seminars --

Seminar IA	December 9, 1968	December 20, 1968
Seminar IB	January 6, 1969	January 17, 1969
Seminar IIA	March 3, 1969	March 14, 1969
Seminar IIB	April 14, 1969	April 25, 1969
Seminar IIIA	March 17, 1969	March 28, 1969
Seminar IIIB	April 28, 1969	May 9, 1969
Seminar IVA	May 12, 1969	May 23, 1969
Seminar IVB	June 9, 1969	June 20, 1969

The dates for the seminar which you will attend are indicated by the brackets.

6. Location of Seminar -- All four seminars will be conducted at the Center of Adult Education on the campus of the University of Maryland, College Park, Maryland. The Center is a modern residential facility in which seminar participants can eat, sleep and attend class under one roof.

7. Funding for Seminars --

   a. Money made available by the Office of Law Enforcement Assistance, Department of Justice, will pay all costs for room and board, educational materials and instruction.
   b. Your state police department will pay travel expenses and meals involved in getting to and from the University of Maryland.

The Seminar Subjects

First Week -- Communication; Problem Analysis and Decision Making

Second Week -- Fundamentals of General Management; Planning; Controlling

Third Week -- Leading and Directing; Organizing; Public and Community Relations

Fourth Week -- Workshop on the Solution of State Police Problems

The First Day of the Seminar (a Sunday)

1. Registration and Check-In at Center of Adult Education (anytime before 4:30 p.m.)

   If you plan to check in at the Center on the previous Saturday, you must make a reservation with the Center in advance.

2. Reception (5-6 p.m.)

   A "get acquainted" social hour is scheduled in the Co-Director's suite. Casual dress is recommended.

3. Dinner (6-7:15 p.m.)

   A catered dinner will be served in the Constellation Room of the Center.

4. Seminar Orientation (7:15-9:00 p.m.)

   We will meet in Conference Room A for an orientation period. Ray McCain and members of the Planning Committee will outline the seminar objectives and content, and they will describe the Center facilities.

Travel Information

Two items (maps) are enclosed to provide directions to the Center of Adult Education.

Living Arrangements

1. Lodging -- Each participant will share a double guest room with another participant. The guest rooms are equipped with a study desk, twin beds, private bath, telephone, television and individually controlled heating and air conditioning.

2. Meals -- All breakfast meals will be served in the coffee shop (cafeteria style). The majority of the weekday lunches and dinners will be served in the Constellation Room. Some will be of a preplanned catered style with a set menu. Others will be at individual selection. (All meals taken other than at the Center are at your expense.)

Times:		
	Breakfast	- 7:00 a.m. - 8:30 a.m.
	Lunch	- 12:00 noon - 1:30 p.m.
	Dinner	- 6:00 p.m. - 7:00 p.m.

Communications

1. Mail -- All incoming mail should be addressed as follows:

Your Name
State Police Program
Center of Adult Education
University of Maryland
College Park, Maryland 20742

2. Telephone Calls -- You can be reached at anytime during the day or night at the following telephone number: (301) 779-5100 -- the main number at the lodging desk of the Center.

Note: Telephone messages, telegrams, notes, letters, etc., will be filed under room numbers at the Center lodging desk.

Miscellaneous Information

1. Clothing -- It is strongly recommended that participants dress in a casual manner while attending the Seminar. Sport shirts, slacks, sweaters, etc. are considered appropriate. Your need for "coat and tie" will depend on your participation in free time activities.

   Athletic facilities are available and clothing such as sweat shirts and pants, shorts, swimming trunks, tennis shoes, etc. should be brought if you desire to participate.

2. Laundry -- Laundry and dry cleaning services are available through the Center front desk.

3. Recreation -- Golf, swimming, tennis and bowling are the recreational activities available. You must furnish the dress and equipment, however.

4. Medical Service -- In case of emergency illness or accident, you may obtain outpatient care between 9:00 a.m. and 5:00 p.m. by going to the University Infirmary. Telephone: 454-3444

   Note: Medical care without cost does not extend to any inpatient care, to any referral to outside specialists, to any type of illness normally covered by health insurance plans, or to routine examinations. In such circumstances, billing would be made directly to the participant. There is no house physician at the Center, but desk clerks keep a list of on-call doctors at all times.

5. Pocket Money -- Although living expenses are covered, it is recommended that each participant bring a sufficient amount of money to cover any extracurricular activities and personal needs.

Departure Time At Close of Seminar

As you can tell from the Seminar schedule, the four-week program is split, i.e., the first unit (A), consisting of two weeks, will be conducted and you will return at a later date to complete the second unit (B).

First Week -- Begins on Sunday afternoon and closes on Saturday afternoon. You are encouraged to remain with the group over this weekend, as opposed to returning home. The members of the group can plan activities for their leisure time. Compliance with reading assignments will also take up this time.

Second Week -- Begins on Sunday afternoon at 5:00 p.m. and closes at noon on Friday. No luncheon meal is planned for this Friday, so you can check out of the Center and depart no later than noon.

Third Week -- Begins on Sunday afternoon at 5:00 p.m. and closes on Saturday at noon. You are encouraged to remain with the group over this weekend.

Fourth Week -- Begins on Sunday afternoon at 5:00 p.m. and closes on Friday at 1:30 p.m. The luncheon on this Friday will complete the graduation exercises for the Seminar. You can plan to check out of the Center and depart no later than 1:30 p.m.

Requests for Additional Information

If you have questions which this form does not answer, place a collect call to one of the following:

Ray McCain, Project Director -- (301) 454-2720
Ron Taylor, Seminar Coordinator -- (301) 454-2720 or 454-2322

APPENDIX C

List of Seminar Participants

List of Seminar Participants

Delaware (16)

Lt. Col. Warren F. Schueler
Capt. Thomas F. Buckmaster
Capt. James L. Ford, Jr.
Capt. Martin W. Johnson, III
Capt. Robert F. Stuart
Capt. William J. Wells
Lt. William F. Bishop
Lt. Thomas H. Everett
Lt. Frederick W. Hurlburt
Lt. Donald S. Lawson
Lt. Thomas H. Littel
Lt. Robert D. Mitchell
Lt. Coleman Stoops
Lt. John W. Walls, Jr.
Lt. C. Wilkins
Lt. Thomas E. Womach

Maryland (18)

Lt. Col. W. H. Conroy
Lt. Col. T. S. Smith
Major J. R. Colister
Major C. E. Cook
Major W. W. Corbin
Major P. J. Randall
Capt. J. H. Doud
Capt. H. M. Everline
Capt. W. T. Hanley
Capt. W. E. O'Hara
Capt. E. W. Reith
Capt. T. E. Veditz
Lt. John E. Blades - (Co-Director, Seminar II)
Lt. S. M. Conrad
Lt. E. R. Griffith
Lt. J. G. Lorigh
Lt. C. A. Kirk Patrick
Lt. P. B. Rowland

New Jersey (23)

Major F. J. Pasch
Capt. J. A. Carpani
Capt. R. C. Dorrian
Capt. G. R. Kell
Capt. W. Kennedy
Capt. K. K. Kloo
Capt. W. Krech
Capt. M. Paterra
Capt. G. Quinn
Capt. H. G. Seidler - (Co-Director Seminar IV)
Capt. D. L. Smalley
Capt. Leroy F. Umholtz
Lt. M. E. Donohue
Lt. E. Flesher
Lt. J. T. Fognano
Lt. W. Galik
Lt. J. J. Latawiec
Lt. J. McGourty
Lt. C. Pagano
Lt. J. F. Petuskey
Lt. M. D. Potash
Lt. J. Szoja
Lt. W. J. Wildes

New York (16)

Inspector C. E. Bukowski
Inspector J. J. Leary
Major D. G. Brandon
Major J. W. Monahan
Major R. M. Rasmussen
Major C. R. Samson
Capt. D. W. Amber
Capt. R. S. Charland
Capt. W. K. Dillon
Capt. R. M. Kisor
Capt. S. N. Rowe
Capt. H. F. Williams
Capt. M. W. Wilmoth
Lt. J. E. Gillespie
Lt. A. T. Malovich
Lt. R. F. Orr

Pennsylvania (27)

Major Leroy Lilly
Captain Robert F. Bamat
Capt. Robert L. Bomboy
Capt. Joseph L. Branigan
Capt. Philip F. Chulick
Capt. Philip M. Conti
Capt. Robert L. Dunham
Capt. Edward A. Fagnani
Capt. Charles S. Graci
Capt. William Grooms
Capt. Lodwick Jenkins
Capt. Edward M. McGroarty
Capt. Robert Rice
Capt. Joseph C. Snyder
Capt. James A. Straub
Capt. John I. Swann
Capt. Roy O. Wellendorf
Capt. Leon F. Wrona
Capt. Clifford Yahner
Lt. Earl O. Bergstrom
Lt. Donald S. Cutting
Lt. Sidney Deyo
Lt. George Evan
Lt. Mauro Forte
Lt. Raymond R. Heckman
Lt. Edward P. Mitarnowski
Lt. Edward Wojick

Virginia (12)

Major J. T. Marshall
Capt. C. M. Boldim
Capt. Hiram V. Boone
Capt. G. W. Kellam
Capt. D. M. Slane
Lt. D. C. Barber
Lt. D. M. Booher
Lt. C. S. Johnson
Lt. M. H. Kent
Lt. C. E. Nicholls
Lt. Charles Olive (Co-Director, Seminar III)
Lt. C. L. Wilson

West Virginia (9)

Major C. F. Nutt
Captain J. D. Baisden
Captain W. F. Bowley
Captain R. K. Price
Lt. Jack R. Buckalew (Co-Directo
Seminar I)
Lt. B. H. Cassell
Lt. J. B. Hilliard
Lt. W. K. McMorrow
Lt. E. E. Rice

APPENDIX D

Personal Data Sheet

STATE POLICE COMMAND - PERSONAL DATA SHEET

Please complete this form and mail it to Ray McCain

Police Service Data

Name ______________________________ Age ________
(last) (first) (nickname)

Home Address (mailing) ______________________________

Appointed to Department ______________________.
(month) (day) (year)

By Civil Service Competition Examination (yes/no) __________.

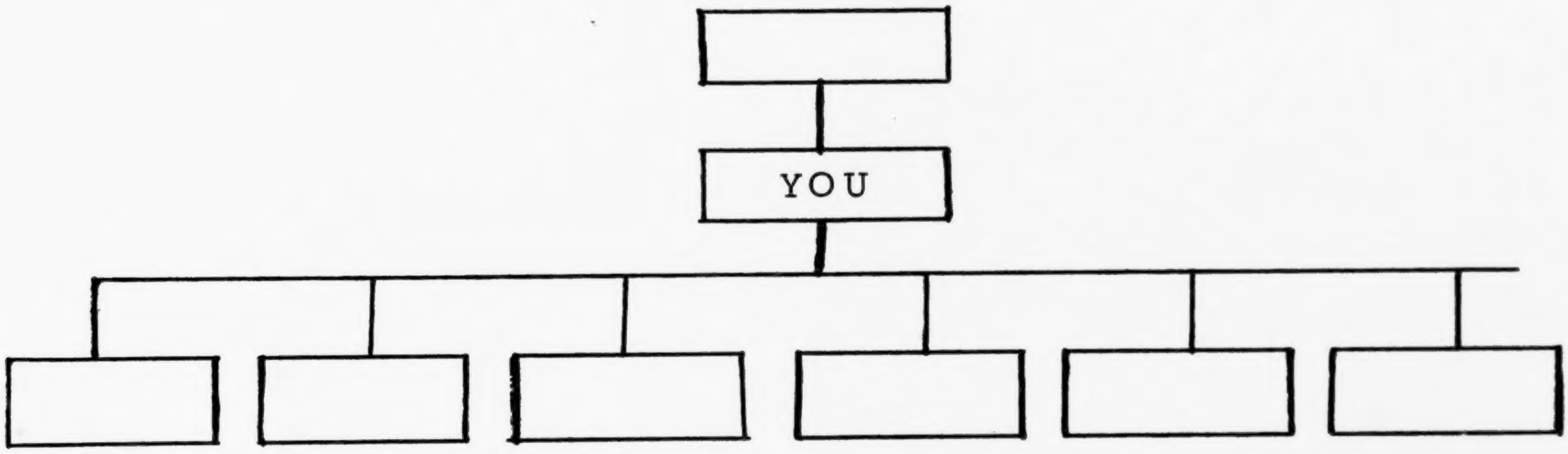
Total active service ________ years. Present assignment for: __________
(state)

Present rank: ________________. Years in present rank: __________

Duties and responsibilities in present assignment:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Police Organization: Please write the titles of the person to whom you report and those who report to you.



SPC: Personal Data Sheet
Page . 2

Have you served previously in any other police department? Yes _____ No _____
(If yes, answer questions 1 - 6.)

1. Department ______________________________
2. State or locale of appointment ______________________________
3. Highest rank attained ______________________________
4. Type of duty ______________________________
5. Date of separation ______________________________
6. Reason for separation ______________________________

Education and Training

Type	Major Subject	Institution	Degree	Year	
High School				from	to
College				from	to
Graduate school					
Others (including					
seminars, workshops,					
conferences, and					
course work, etc.)					

What newspapers do you read regularly?

a. local newspaper ______________________________ (title)

b. other metropolitan newspapers ______________________________(title)
______________________________(title)
______________________________(title)

c. miscellaneous newspapers ______________________________(title)
____
____

What popular magazines and periodicals do you read regularly? (please check)

Readers' Digest ______
Look ______
Life ______
Newsweek ______
Time ______
U. S. News & World Report ______

Other: ______________________________(title)
____
____

What journals and periodicals related to police work do you read regularly? (please check)

Journal of Criminology, Criminal Law and Police Science ______

The Police Chief ______

Police Magazine ______

FBI Law Enforcement Bulletin ______

Other: ______________________________(title)
____
____

Please list two books you have read in the past five years:

1. ______________________________
2. ______________________________

What do you hope to get out of the State Police Command-Management Seminar?

APPENDIX E

Seminar Rationale, Objectives, Outline and Subjects

SEMINAR RATIONALE, SUBJECTS AND HOURS

Seminar Rationale

The ultimate purpose of this Seminar is to develop the managerial effectiveness of police administrators. Only the participants' attitudes, skills and operative behavior which pertain to management functions will be dealt with in the Seminar.

The method used to improve managerial effectiveness will involve the past experience of the participants themselves. Outside resource persons will provide information, ideas, cases and motivation for the participants to work together in the development process. The Seminar, in other words, will not be solely lecture-discussion. Much of it will depend upon the willingness of the participants to be creative in solving administration problems and engaging in self-development.

There are four features to the Seminar:

1. The first 32 hours will be devoted to participant improvement in two areas that pertain to all managerial functions. This segment of time is titled, "Personal Development," and it deals with communication and problem-solving. By beginning the program in this fashion, the participants can utilize new awarenesses and improved abilities to enrich the remaining portion of the Seminar. The Seminar will call forth the best efforts of the participants as they communicate and attempt to solve problems together.

2. The following 78 hours will concentrate on the primary functions of the manager: organizing; planning; leading and directing; measuring and controlling. An effort will be made to relate theory and principles in these areas to police administration. The attempt to be practical will be made in the manner of choosing and orienting faculty members from the academic and law enforcement communities.

3. The police organization does not function in a vacuum. It is a part of the community at large. Although the primary emphasis of this Seminar is on the task seldom touched in law enforcement education, internal management, it is necessary that the Seminar include sessions on community relations. The sessions will focus on the command-level administrator's role in establishing policies and programs which assure a close working relationship between the police organization and the community.

4. The last week of the Seminar, a total of 42 hours, will be called a "Workshop on State Police Management Problems." This portion of the Seminar will be conducted at the Donaldson-Brown Center, an old estate which assures privacy and an atmosphere conducive to committee sessions.

Before the first week of the Seminar, the seven state police superintendents will identify major administrative problem areas which would warrant participant discussion. After the first two weeks of the Seminar, the participants will clarify these problem areas, and the Planning Committee will develop discussion activities which will allow the participants to work at solving these real problems. When the Seminar has been completed, the committee reports will be compiled, edited, transcribed and distributed to the participants and their superintendents.

In summary, the Seminar attempts the following: (1) to develop the participants personally in communication and problem-solving; (2) to expand their understanding of basic managerial and community relations functions; (3) to create an atmosphere in which the participants can propose solutions to real state police administrative problems.

32 hours I. Personal Development

A. Communication
  1. The process of Communication in general.
  2. Developing skills in
    a. Briefings (presentations).
    b. Interpersonal communication.
    c. Group leadership.
    d. Report writing.

B. Problem Solving
  1. Developing creative, inventive ability.
  2. Group problem-solving.
  3. Decision-making.

8 hours II. The Role of Management in Police Administration

A. The mission of managers.
B. The management process.
C. Developing managerial ability.
D. History of police administration.
E. The future of police administration.

26 hours III. Organizing

A. Organization structure.
B. Dividing managerial work.
  1. Decentralization.
  2. Operating units.
C. Delegating work.
D. Human factors in organizing.
  1. Organization as social behavior.
  2. Authority, power and influence.
  3. Matching jobs with individuals.
  4. Organizational communication.

12 hours IV. Planning

A. Diagnosis of present situation.
B. Long range planning.
C. Setting short range objectives.
D. Quantitative decision-making techniques.
E. Establishing and communicating policies, procedures and methods.

12 hours V. Leading and Directing

A. The role of command-level leadership in the police organization.
B. Motivation and behavior.
C. Directing and disciplining subordinates.
D. Developing manpower resources.

20 hours VI. Measuring and Controlling

A. Basic elements of measuring and controlling.
B. Controlling and appraising manpower performance.
C. Budgeting.
D. Use of computer in measuring and controlling.
E. Responses of people to control and measurement.

12 hours VII. Community Relations

A. Basic principles of public relations.
B. Understanding aspects of community: government and political; citizenry; business; interest groups; religious groups; etc.
C. Establishing policies and programs.
  1. Citizen complaints.
  2. Obtaining support from community at large.

42 hours	VIII.	Workshop on State Police Management Problems --Committee Sessions
4 hours	IX.	Orientation and Evaluation

At the beginning and close of each two-week unit there will be a period of orientation and evaluation. This activity will be informative and, therefore, it is considered as classroom time.

168 TOTAL HOURS

SCHEDULING FOR THE SEMINAR

Seminar Schedule

Four Week Seminar to be conducted in two two-week parts with approximately three weeks between the two parts. Total class hours, 168.

Schedule of Two Parts

Part I - Sunday Evening through Saturday Noon (of first week)
- Sunday Evening through Saturday Noon (of second week)
Part II - Sunday Evening through Saturday Noon (of third week)
- Sunday Evening through Saturday Noon (of fourth week)

Schedule of A Week

Sessions will be conducted at all periods which are not set apart with an asterisk (*). The asterisk denotes periods of free time for the participants. This schedule applies to all four weeks.

Sunday morning*
Sunday afternoon*
Sunday evening
Monday morning
Monday afternoon
Monday evening*
Tuesday morning
Tuesday afternoon
Tuesday evening
Wednesday morning
Wednesday afternoon*
Wednesday evening*
Thursday morning
Thursday afternoon
Thursday evening
Friday morning
Friday afternoon
Friday evening*
Saturday morning
Saturday afternoon*
Saturday evening*

Schedule of A Day

Breakfast	7:00 - 8:30 a.m.
Session 1	8:30 - 10:00 a.m.
Coffee Break	10:00 - 10:30 a.m.
Session 2	10:30 - 12:00 noon
Luncheon	12:00 - 1:30 p.m.
Session 3	1:30 - 3:00 p.m.
Coffee Break	3:00 - 3:30 p.m.
Session 4	3:30 - 5:00 p.m.
Free Time	5:00 - 6:00 p.m.
Dinner	6:00 - 7:15 p.m.
Evening Session	7:15 - 9:15 p.m.

STATE POLICE COMMAND-MANAGEMENT SEMINAR
December 8-20, 1968; January 5-17, 1969
Schedule of Seminar Subjects

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Times
December							
8	9	10	11	12	13	14	
Registration 3-4:30 Social Hour 5-6:00 Dinner 6-7:15	Communication	Communication	Communication	Problem Analysis & Dec. Making	PA & DM	PA & DM	8:30 - 12:00
	Communication	Communication		Problem Analysis & Decision Making	PA & DM		1:30 - 5:00
Orientation		Communication		PA & DM			7:15 - 9:15
15	16	17	18	19	20		
Soc. Hr. 5-6 Dinner 6-7:15 ↓	Fundm. of Mgmt.	Planning	Controlling	Controlling	Controlling		8:30 - 12:00
	Fundm. of Mgmt.	Planning	Controlling	Controlling	Adjourn 12:00 noon		1:30 - 5:00
Fundamentals of Mgmt.		Planning		Controlling			7:15 - 9:15
January							
5	6	7	8	9	10	11	
Soc. Hr. 5-6 Dinner 6-7:15 ↓	Leading & Directing	Leading & Directing	Organizing	Organizing	Pub. & Comm. Relations	Pub. & Comm. Relations	8:30 - 12:00
	Leading & Directing	Leading & Directing	Workshop Preparation	Organizing	Pub. & Comm. Relations		1:30 - 5:00
Leading & Directing		Leading & Directing		Public & Comm. Relations			7:15 - 9:15
12	13	14	15	16	17		
Soc. Hr. 5-6 Dinner 6-7:15 ↓	Workshop	Workshop	Workshop	Workshop: Presentations	Summary & Graduation		8:30 - 12:00
	Workshop	Workshop	Workshop: Prep. & Pres.	Workshop: Presentations	Adjourn 1:30 p.m.		1:30 - 5:00
Workshop		Workshop		Management Development			7:15 - 9:15

Daily Schedule for Seminars II, III & IV

7:00 - 8:00 a.m.	breakfast
8:00 - 9:00 a.m.	SESSION
9:00 - 9:10 a.m.	Stretch break
9:10 - 10:20 a.m.	SESSION
10:20 - 10:40 a.m.	coffee break
10:40 - 12:00 noon	SESSION
12:00 - 1:00 p.m.	lunch
1:00 - 2:00 p.m.	SESSION
2:00 - 2:10 p.m.	stretch break
2:10 - 3:20 p.m.	SESSION
3:20 - 3:40 p.m.	coffee break
3:40 - 5:00 p.m.	SESSION

adjourn

STATE POLICE COMMAND-MANAGEMENT SEMINAR, II A

Sunday, March 2	Monday, March 3	Tuesday, March 4	Wenesday, March 5	Thursday, March 6	Friday, March 7	Sat., Mar. 8
Check In (4:00) Social Hr. (5:00) Dinner (6:00)	Attitudes toward Mgmt. (8-10:20) Goals of Police Org. (10:40-12:00)	Problems in Police Org. (8-12:00)	The Nature and Scope of Planning (8-12:00)	Problem Analysis & Dicision Making (8-5:00)	Problem Analysis & Decision Making (8-5:00)	Problem Analysis & Decision Making (8-12)
Orientation (7:15)	Problems in Police Org. (1-5:00)	Police & Policy Development in Org. (1-5:00)	Systems Approach to Planning & Control	↓	↓	☒

Sunday, March 9	Monday, March 10	Tuesday, March 11	Wenesday, March 12	Thursday, March 13	Friday, March 14	
Social Hr. (5:00) Dinner (6:00)	Nature of State Police Org. (8-12:00)	Work Measurement (8-12:00)	Information Systmes in Law Enforcement (8-5:00)	Personnel Measurement & Control (8-5:00)	Preparations for Staff Study (8-12:00)	☒
Preparations for Staff Study (7:15)	Financial Control (1-5:00)	Organizing Work & Staffing (1-5:00)	↓	↓	☒	☒

STATE POLICE COMMAND-MANAGEMENT SEMINAR, II B

Sunday, April 13	Monday, April 14	Tuesday, April 15	Wenesday, April 16	Thursday, April 17	Friday, April 18	Sat. Apr. 19
Check In (4:00) Social Hr. (5:00) Dinner (6:00)	Leading and Directing (8-5:00)	Leading and Directing (8-5:00)	Principles of Group Communication (8-12:00)	Practice Briefings (8-12:00)	Public and Community Relations (8-12)	Public and Community Rel. (8-12)
Orientation (7:15) Leading & Directing (8:00)	↓	↓	Principles of Briefing (1-5:00)	↓	↓	☒

Sunday, April 20	Monday, April 21	Tuesday, April 22	Wenesday, April 23	Thursday, April 24	Friday, April 25	Sat. Apr. 26
Social Hr. (5:00) Dinner (6:00)	Workshop (8-5:00)	Workshop (8-5:00)	Workshop (8-5:00)	Workshop Presentations (8-5:00)	Graduation (8-12:00)	☒
Workshop (7:00)	↓	↓	↓	↓	☒	☒

WORK MEASUREMENT

Dr. R. E. Green
Associate Director, School of Industrial Management
Georgia Institute of Technology

Objective: To develop an understanding of the concept of productivity including the necessity for the establishment of standards, methodologies for the development of standards, and to develop and acquaintance ship with some of the analytical tools useful for improving productivity.

I. Background for the Development of the Work Measurement Problem
  A. Primary organizational objective--To create a service for society.
  B. Secondary organizational objectives
    1. Effectiveness
    2. Efficiency
  C. Distinction between strategy and tactics-The lecture and discussion at this point had to do with developing a concern for more than efficiency in the use of resources; that indeed the manager's objective was to develop good strategy for deploying his resources before concerning himself with work measurement and standards.

II. Analysis of Productivity
  A. Productivity and efficiency--The objective at this point was to develop a concept of both productivity and efficiency together with the understanding that work standards were essential for the development of efficiency measures.
  B. Labor productivity and efficiency--The measures developed above were related to the use of manpower. The lecture-discussion had to do with the application of these concepts in the area of law enforcement.

III. Measurement of Productivity and Efficiency Depend upon the Control Process
  A. Why measure work?
  B. What work measurement means to different levels of management in law enforcement?
  C. Control Process--While some attention was given to the development of an understanding of the control process at this point, equivalent attention was given to the necessity for work standards for planning purposes. It was really this latter area that was most relevant and most accepted by the participants.

IV. Development of Work Standards
  A. Approaches
    1. The historical data approach
    2. The direct time study approach
    3. The labor sampling approach

The lecture content at this point had to do with the applicability of each of these methods for developing work standards in the field of law enforcement. The historical data approach was well-known and in general well accepted.

  B. Examples
    1. Direct time study approach
    2. Labor sampling approach

All participants actually got involved in the solution of problems where work standards were being developed by these two methods. Discussion centered around the details of the technique and its relevance to law enforcement activity. There was some acceptance and some lack of acceptance by the participants.

V. The Assignment Problem - The objective for this session was to show the relevance of decision theory and work standards to the personnel assignment problem.

State Police Command Management Seminar

PERSONNEL MEASUREMENT AND CONTROL

John Furcon
Industrial Relations Center
The University of Chicago

I. Control in the Management of Police Manpower

II. Appraisal and the Utilization of Manpower Resources
  A. Group Discussion: "Why Appraise Individual Performance?"
  B. Group Discussion: "Functions and Dysfunctions of Appraisal Systems"
  C. The Organization Manpower and Staffing Process

III. Specific Appraisal Methods
  A. Overview of Appraisal
  B. Objective Measures of Work Performance
  C. Appraisal Techniques Based on Human Judgment
    a. graphic rating scale
    b. forced-distribution
    c. forced-choice
    d. critical incident
    e. results-oriented appraisal
    f. rank order
    g. paired-comparison
  D. Group Exercise: Paired-Comparison Rating Procedure
  E. Relation of Objective and Subjective Indices of Police Performance

IV. Psychological Assessment and the Utilization of Manpower Resources
  A. Rationale and Goals of the Chicago Police Department-Industrial Relations Center Study of Patrolman Characteristics in Relation to Patterns of Field Performance
  B. Group Exercise: Test of Pressure Tolerance

V. Attitudes and the Utilization of Manpower Resources
  A. Assessment of Attitudes: The Organization Survey
  B. Application of the Survey Process in a Municipal Government Setting
  C. The Attitude Survey as a Tool of Organization Change and Development

VI. Changing Modes of Organization Control

Principles of Briefing

Instructor
J. P. Zima

I. Introduction to the Communication Process.

This section sought to analyze the communication process from three basic viewpoints: intrapersonal, interpersonal, and person-to-group. In looking at communication as a process, an attempt was made to understand the difficulties and disorders that beset us in our efforts to communicate with one another and with ourselves. To better understand the process, two communication models were presented (The Johnson model, "The Fateful Process of Mr. A Talking to Mr. B." and the Berlo model). To develop greater sensitivity, communication was discussed from four approaches: Verbal, Nonverbal, Intentional, and Unintentional.

II. Attitudes and Qualities of the Effective Briefer.

This section was approached in terms of four positive responsibilities of the briefer to establish contact with the audience and to minimize communication breakdowns. The four positive responsibilities were to: (1) Impress others audibly, (2) Impress others visibly, (3) Impress others psychologically, and (4) Adapt to the audience, occasion, and you.

III. Audience Analysis.

A. Relation of the Audience to the Speaker
B. Relation of the Audience to the Subject and purpose of the briefing or speech.
C. Basic Beliefs and attitudes held in common by the audience.
D. Common and divergent characteristics of the audience members.

IV. Organization of Briefings (Informative and Persuasive)

A. Introduction
    1. Enlist attention and goodwill
    2. Provide background or explanations necessary to the subject.
1   3. Make clear the theme or purpose.
    4. Establish credibility.
    5. Provide an initial summary or preview of material to be covered.
B. Body
    1. Divide the Materials according to some consistent principle (Time, Space, Functional, Problem-Solution, Cause-Effect)
    2. Restate conclusions or main ideas.
    3. Means most frequently used to conclude speeches or briefings.

Persuasive Briefing or Briefing of Advocacy.
    1. The "Motivated sequence" (a useful sequential plan)
        a. Attention -- get audience interested at the outset.
        b. Need (Problem) -- show why topic needs to be discussed.
        c. Solution -- demonstrate how need is to be met.
        d. Visualization -- make audience see how things will be if solution is adopted.
        e. Action -- answer the question, "so what?" tell audience what they can do in specific terms.

CONFERENCE LEADERSHIP

Professor Irving Linkow

I. Definition of the Group Process

  A. Cooperation aspects
  B. Deliberative components
  C. Leadership factors

II. Analysis phase of the group process

  A. Represented by discussion of the Scientific Method

    1. Statement of subject
    2. Introduction
    3. Definition
    4. Analysis
    5. Criteria
    6. Possible solutions
    7. Best solution
    8. Implementation

III. Management Tools

  A. Questions

    1. Overhead
    2. Direct
    3. Reverse
    4. Relay

  B. Seating arrangements

    1. Discussion of network structures
    2. Behavioral predictions
    3. Agenda
    4. Summation

We used a group to ventilate the above principles.

IV. Exercises included

  A. Presentation of principles of perception

    1. Internalization (visual stimuli)
    2. Message vs. meaning (aural stimuli)

  B. Rumor chain exercise

  C. Work meanings

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  C. Work meanings

LEADING AND DIRECTING

Parks, Dunsing, Beck

OBJECTIVES

Upon completion of the subject, "Leading and Directing," each participant should:

1. Understand how people affect the organization's ability to achieve objectives.
2. Understand why people behave as they do, both as individuals and as members of a group, and that all behavior is caused.
3. Be more aware of himself and his personal assumptions about other people.

4. Be better equipped to solve behavioral problems by applying management and human relations principles.

COURSE OUTLINE

I. Introduction: Leadership and the Nature of Management.
   A. The importance of formal knowledge in the personal growth and development of the leader.
   B. Assumptions that underlie management development and training.
   C. The relationship between discipline, theory, fact, principle and hypothesis.
   D. The relationship between the technical, human relations, and managerial functions in leadership.

II. The Biology of Behavior.
   A. Homeostasis - the constant state.
   B. Biological motivation and needs.
   C. Characteristics of biological needs.
   D. Patterns of biological motivation: needs, behaviors, goals.

III. Personality Development and Complex Needs.
   A. Factors influencing Personality development.
   B. How complex motivation is acquired.
   C. Maslow's classification of needs.
   D. Prepotency of needs.
   E. Implications of human motivation theory for leadership practice.
   F. The nature of intense motivation.

IV. You, The Leader.
   A. Leadership action as a function of the leader's own needs.
   B. Clare Graves' theory - The Sevel Levels of Man's Existence.
   C. The self-actualizer - leadership ideal.

V. How Attitudes Are Formed and Changed.
   A. Definitions: Attitudes, Beliefs, Opinions, Values, Prejudice.
   B. How attitudes are acquired.
   C. Ways of Changing attitudes.

VI. Styles of Leadership.
   A. Authoritarian: Bureaucracy described and criticized; McGregor's Theory X assumptions.
   B. Participative: Democracy (Bennis' definitions) presented as a more desireable alternative; McGregor's Theory Y assumptions.

VII. Motivation Applied.
  A. Texas Instrument's Management Attitude Survey.
  B. Conditions for Manager Motivation.
  C. Herzberg's Motivating Factors.
  D. Film: "Human Nature and Organizational Realities" by Chris Argyris.
  E. Self-awareness - the first step.

VIII. Managing Improvement on the Job.
  A. Film: "Staffing for Strength" by Peter Drucker.
  B. Leadership Philosophy.

GUIDE TO PROBLEM ANALYSIS

Mr. Charles Rice

A problem is a deviation between what should be happening and what actually is happening, for which you want to find the cause and take action.

It follows that problem analysis is that process which helps you search out the cause of a problem. Once the cause of a problem is known, problem analysis is complete. You are then faced with a decision situation -- What can or should I do about this problem now that I know the cause?

The following steps outline the process of problem analysis:

1. RECOGNIZE DEVIATIONS
2. SEPARATE AND SET PRIORITY
3. SPECIFY THE PRIORITY PROBLEM TO BE ANALYZED
4. DEVELOP LIKELY CAUSES
5. TEST FOR TRUE CAUSE

Consider each of these steps carefully.

1. Recognize Deviations

In the real world of action all too often things are not what they should be. The behavior of people, equipment, and systems of people and equipment frequently varies from what is expected. Sometimes these variations are minute and are not noticed. Often such variations are not significant enough to be concerned about. (Example: an employee who reports to work 30 seconds late about once a month or an automobile that gets 21.5 miles per gallon instead of the advertised 22 miles per gallon.) Unless the occasional 30 seconds of tardiness or the half mile per gallon is significant, we would not consider these deviations as representing problems. However, sometimes small deviations can signal a trend of deterioration. Such deviations would, therefore, be significant and their causes should be sought through systematic problem analysis. The key point here is to be aware of all deviations which may be relevant.

2. Separate and Set Priority

Among the many deviations which are noticed, some cry out for immediate attention and action. An example of this kind of deviation would be a fire in an office area. The consequences of inaction to such a deviation would, of course, be disasterous. Deviations with urgent, critical demands for immediate attention enjoy the highest priority. Other deviations can be ranked by their relative importance. Dollar impact is often used to sort out the more important from the less important. Other value criteria may be used to rank deviations. Growth rate must be considered. A small deviation left alone can rapidly grow to serious proportions. In summary, deviations can be ranked according to three criteria: urgency, importance, and growth.

3. Specify the Priority Problem to be Analyzed

Once a problem has been selected for analysis the first step is to accurately describe it. Every problem has four dimensions: Identity, Location, Timing, and Magnitude. Any thorough description of a problem should include as complete as possible all of the detail information regarding these dimensions. As the heart of problem analysis is the systematic search for distinctions, it is most essential that the basis for that search be carefully prepared. An accurate description of the four dimensions of a problem comprise this basis. A problem is considered specified when all four dimensions are completely described and all significant distinctions identified.

4. Develop Likely Causes

The reason distinctions are so crucial to successful problem analysis is that from among the distinctions identified, the true cause of the problem is usually found. Tentative cause theories should be developed from the distinctions uncovered in the problem specification.

5. Test for True Cause

From among the likely causes that are developed, the true cause must be determined. Each cause in turn is tested as to its logical fit with the facts. This is done by tentatively assuming the cause to be true and then testing that cause against the problem specification and all four of its dimensions. If any of the facts of the specification discredit the soundness of the cause under test, that cause should be thrown out as untrue. This logic-type test is applied to each cause until one cause is found which fits consistently with the facts of the problem specification.

The final test for true cause is that test which actually demonstrates in a real way that the cause actually triggered the deviation in question. In the real world of tangible objects this testing or verifying is done through some sort of physical proof such as chemical analysis, measuring, etc. Less tangible deviations centering around human behavior are often more difficult to verify. Reasons for deviations in department morale, for example, may be verified through indirect means. In-depth interviews by a skilled counselor may be the only technique available to confirm certain causes for morale problem.

GUIDE TO DECISION-MAKING

Decision-making is that process which determines a position, choice, or course of action from among several alternatives. The process is future oriented in that the key questions asked are: "How can we do it?"; "What should we do about it?"; If I choose this plan what will it do for me? (in the future)" The thinking direction being future oriented is opposite that of problem analysis which is a search backwards in time for the cause of a problem. This does not mean that past experiences do not enter into decisions. They most definitely do. In fact, sometimes to the detriment of good decision-making.

The following steps outline the process of decision making:

1. SET OBJECTIVES
2. CLASSIFY OBJECTIVES
3. DEVELOP ALTERNATIVES
4. COMPARE AND CHOOSE

Consider each of these steps carefully.

1. Set Objectives

This first step is concerned with identifying what you want out of the decision and the resource restraints within which you may operate to choose. It is important to good decision-making discipline that these results and resources to be identified before alternatives are sought from which to choose. Too often we are unduly influenced by minor features of an alternative which have relatively little value to the main results we are seeking in a decison.

2. Classify Objectives

From among the objectives we have identified in step one, we identify those which are most important to us. Such objectives are given a higher priority of value and are referred to as musts. The remaining objectives of a lower priority of value are called wants. Must objectives have discrete limits set for them. Example: When considering the purchase of a house, one must objective could be down payment not to exceed $8000.00. The eight thousand is a definite limit we will not exceed. Perhaps a study of all our resources fixes eight thousand dollars as the upper limit beyond which we cannot go without serious overcommitment.

3. Develop Alternatives

This is the creative step in the decision process. Here we try to discover as many good possibilities as time permits in order to enlarge the quality and quantity of our choices. The more good choices (alternatives) we are able to discover the greater the chance of finding one that meets our expectations (objectives) to an excellent degree. All of the creative techniques that are appropriate to the situation should be brought to bear in this decision step.

4. Compare and Choose

This, the final step in decision-making, establishes the best choice among the alternatives developed through step three. All alternatives are compared against the must objectives and any failing to meet them are dropped from further consideration at this time. The remaining alternatives are then compared against the weighted want objectives. (These want objectives are assigned some numerical value in order to establish some relative value between them. A simple numerical scale from 1 to 10 or from 1 to 20 will usually provide enought weighting discrimination between high, low, and medium want objectives.) For each want objective the best fitting alternative is identified and assigned the best fit number. The best fit may be assigned a value of 10 on a 10 to 1 scale. Using this 10 as a bench mark the lesser fitting alternatives on how well they fit a given want objective. Do not confuse this fit number with the weight number assigned to the want objective. Remember, the weight number allows us to assign relative value between objectives regardless of alternatives. For each want objective each alternative earns a score. This score is the product of the weight of the want objective and the fit number of the alternative. For each want objective all remaining alternatives (after the must objective screening) are thus scored. The total want objective scores for each alternative can then be added up and a basis for comparison is then established. Thus, we are able to rank our alternatives in the order in which they best score on want objectives.

A check for negative consequences should be made before the final selection is made. A vigorous search for negative consequences for each of the leading alternatives will provide a basis for making the best balanced decision. Each negative consequence should be assigned some value (the threat score). This value may be obtained by finding the product of the probability and the seriousness of the consequence. Use a simple scale like 10 to 1 for both probability and seriousness. A 10 on the probability scale is a certainty, while a 1 is a 10% chance or happening. A 5 on the probability scale would be a toss-up or a 50-50 chance of happening. A 10 on the seriousness scale is the highest imaginable catastrophy while a 1 is a nuisance. A 5 would be serious but lie halfway between catastrophy and nuisance. Alternatives with a threat score of 100 (a 10x10 on our probability-seriousness scale) should be avoided. A 10x10 is a certain castastrophy and obviously should be studiously avoided. All of the threat scores for each alternative should be added up to form a total threat score. These scores then serve as a basis for comparing our alternatives on their negative consequences. We now have a bisis for comparing alternatives on both their positive features (want score) and negative features (threat score). DO NOT ALGEBRAICALLY COMBINE THE WANT SCORE WITH THE THREAT SCORE. The positive and negative values do not necessarily offset each other. Use the scores only as a guide to making the most balanced decision.

THE CHANGING NATURE OF THE CITY

Dr. David Lewis

Change in city growth and technology.

Race prejudice and discrimination.

Black city and white (ring) noose.

A. A comparison of the late 19th century and today.

1. The physical character of the slums.
2. The changing nature of city growth.
3. The nature of slum population--ethnic vs. race.
4. Occupation pattern.
5. Journey to work.
6. The American dream.
7. Residential mobility patterns.
8. Social mobility.
9. Urban communities and their destruction.

B. Some Black History.

1. Some black history and changing black attitudes.

    a. Slavery
    b. Freedom
    c. Today

2. Some recent legislation, court decisions and events.

    a. 1896 - Plessy vs. Ferguson
    b. 1948 - Restrictive Covenants
    c. 1954 - School Desegregation Decision
    d. 1955 - Montgomery Bus Boycott - Martin Luther King
    e. 1960 - Sit-ins -- Freedom Rides and SNCC
    f. 1963 - Civil Rights March - King
    g. 1964 - Mississippi Project
    1964 - Economic Opportunity Act
    h. 1965 - Civil Rights Act

3. Changing of old organizations and the development of new organizations in the black community.

    a. 1910 - NAACP
    b. 1920 - Urban League
    c. 1930 - Black Muslums
    d. 1945 - CORE
    e. 1950's - SCLC
    f. 1960's - SNCC
    g. 1966 - Black Panthers

4. Present black and white relations.

    a. The problem of the black moderates.
    b. The problem of the white liberals.
    d. Where we are now. Where we may be. Where I'd like to be.

5. Violence -- Past, Present, Future? (The role of students and black militants)

C. Black city and white noose.

1. The regional nature of the Urban Crisis and why?

2. Finally....the future.

    a. Present growth and the pattern of growth is disasterous.
    b. New forms (Columbia) too, too rare and too late.
    c. Planning must be more than just physical. Planning must have large social components.
    d. Movie--T.V. Documentary: "Cities Have No Boundaries."

STATE POLICE COMMAND MANAGEMENT SEMINAR
University College - University of Maryland

Public and Community Relations
Peter P. Lejins
12 hours

Outline of Topics

I. Public Relations

1. Popular conceptions: negative image (mass media), "sugar coating", "hiring an expert", sensitizing the personnel.

2. Public relations in a real sense: complex society, need for interpretation and "taking into confidence" in a democracy, rational analysis, self analysis and evaluation, improvement, self- evaluation and accreditation.

II. Community Relations

1. Working for and with the community on a common task, understanding and support, the cases of absence of support. The problems on the law enforcement level and on the level of mores versus laws. The general policy of the modern state of guarantee, the protection of legal rights and discourage citizens' own defense. The lack of cooperation, lack of help to the victims and "passivity and apathy" as a possible result of this policy.

2. The current problem of civil disturbances: the law enforcement dilemma; possible solutions for the new problem: techniques of control, analysis and new theory: political crime as distinguished from "criminal" crime; U. S. and other countries, examples; the concepts of political and "criminal" crime: overt act and intent, the action level distinctions: protection of the rights in both cases

and the difference in the final solutions: correction of the deviant in one case and social and economic reforms in the other. Compromises, adjustments, "amnesties." The role of interpretation for effective action and for morale: of the citizens and of the law enforcement personnel.

3. Four immediate action items:
    1. techniques of riot control
    2. protection of the legal rights of the citizen
    3. social, economic and political reforms eliminating the reasons for the unrest
    4. distinction between "political crimes" and "criminal crimes"
4. The quality of performance. The interpretation of the task: protection of the rights. Current scepticism about the quality of the performance of the law enforcement system; police, prosecution, courts. Examples. Non-reporting by victims. Substitutes for law enforcement: insurance, passing on of the losses, settlements out of court. Defensive attitudes. The need for analysis: social and legal control systems.
5. Styles of operation. Change of the "clientele" of the police: from the "dregs of the society" to "everyone." The importance of the role analysis.

III. Social control and law enforcement

1. The concept of social control: the broad interpretation. Forms of social control: the American distinction of folkways, mores and

laws. Variations in the use of these forms of social control in time and space. The true meaning of these differences. "Optimum" arrangements.

2. Social control in the Unites States as compared with other countries. The emphasis on the statutory control. The concept of excessive control by statute. Lack of concern about the manpower limits. Symbolic law enforcement and its faults: the "gamble" opportunities and the premium for the lawless; the undermining of community confidence in the legal order; corruption of the law enforcement personnel; the rule by "administrative fiat" rather than the "rule of law." The need for aggressive leadership on the part of law enforcement in planning the functions and the role of law enforcement in the general systems of social control.

   Examples: juvenile delinquency, drugs, alcohol, traffic, gambling.

IV. The changing society and law enforcement

1. Our changing modern urban, industrial, mobile impersonal mass society. Examples and comparisons with the past.
2. The changing functions of law enforcement. Implications in terms of organization and methods. The hardware. The role of identification. Data, statistics, communication, electronic devices.

   Examples: the civil rights issue and organized crime.
3. The changing role of law enforcement and of the law enforcement officer--Professionalization. Education. Leadership in the law enforcement area.

APPENDIX F

Staff Study Outline

Information on Completed Staff Studies

Staff studies are research projects normally undertaken to develop information on a subject or to solve a problem, and they contain appropriate conclusions and recommendations.

When writing a staff study for his superior, a staff officer must gather all available information relative to the problem, separate facts from opinions, conduct an objective analysis and evaluation of the situation, and determine the best solution to the problem. In solving the problem, all interested divisions and other agencies or activities should be consulted to insure that the recommendations he presents to his superiors are sound from all points of view.

The study should be objective. Conclusions should be drawn from a careful and methodical analysis of advantages and disadvantages of the various alternative solutions. Completed staff work suggests that the study be a finished piece of work requiring only the superior's approval. The study should be an objective, coordinated and coherent solution to the problem assigned.

The principles of good staff writing should be followed in preparing a staff study. The study should discuss only one subject. This subject can be a very broad topic or it can be a very limited subject. The subject of the study should be examined from every point of view, and all aspects should be analyzed in a logical sequence which will permit the superior to follow the line of reasoning. The more significant parts of the study should be emphasized through careful choice of language and length of presentation. The study should not burden the superior with unnecessary details. If the study is based on an analysis of voluminous statistical data or many involved factors, only a summation of the salient features of such analysis should be included in the body of the study. The statistical data, the computations, and the bulk of the discussion can be submitted as enclosures or annexes to the study.

The body of the staff study, exclusive of the enclosures, normally should be no longer than the equivalent of three (preferably two) single-spaced typewritten pages.The body of the staff study contains only the seven basic elements:

1. Heading
2. Problem
3. Assumption(s)
4. Facts Bearing on the Problem
5. Discussion
6. Conclusion(s)
7. Recommendation(s)

Effective coordination requires the fullest cooperation between staff members to eliminate conflicting and duplicating efforts. For best results, it has been found that all interested divisions should work simultaneously on any given problem. In this manner, the issue is fresh in everyone's mind and time is not lost in bringing an individual up to date on what has transpired thus far. Effective coordination may be achieved by frequent informed meetings, briefings and conferences, as well as by a streamlined and smoothly operating routing system within the department. Such coordination results in the maximum utilization of the collective thought processes of the total department to act as a single "brain" in supplementing the knowledge and experience of the administrator.

1. Heading

The heading contains the title of the study and the classification or file number.

2. The Problem

The problem is a concise statement of what is to be accomplished. It is not worded as a question, rather, it is stated in the form of a task and as an infinitive phrase. For example, "To determine the practicability of, to develop procedures for, to make recommendations relative to...." If the problem is not stated clearly, the action officer who is responsible for the development of the study should not hesitate to ask the originator for clarification and authority to draft a new statement. If the submission of a staff study requires greater haste than routine action would provide, the statement of the problem should be preceded with either "as a matter of urgency," or "as a matter of priority." For purposes of guidance, urgency is defined as "within 24 hours' and priority means "give precedence over other routine work."

3. Assumptions

Frequently, in spite of your best efforts in researching a subject, you will find that gaps exist in the factual information required to make the study possible. When this occurs, you consider those conditions which must be met if the reasoning of the study is to have validity. These conditions are then stated positively as assumptions. Assumptions determine the limits within which the problem will be solved. Three common faults that inexperienced staff writers frequently have with regard to assumptions are these: (1) they use too many; (2) they confuse them with the facts bearing on the problem; and (3) they try to use them as crutches or as short cuts.

Four rules to follow with regard to assumptions are as follows:

(1) Make assumptions only when they are absolutely necessary to bridge gaps in essential information that cannot be obtained after diligent research.

(2) Be certain the assumptions are realistic and not mere platitudes, euphemisms or wishful thinking.

(3) State assumptions positively, using the words "will", or "will not". For example, "The status quo will be maintained for the next two years;" or "The need for personnel at the location will not be needed in 1967."

(4) Ask yourself if your conclusions would be valid if one of the assumptions did not hold true. If the answer is yes, then eliminate the assumption; it is not a requirement that must be met.

4. Facts Bearing on the Problem

In listing the facts, make certain that facts only are stated and only those facts which have a direct bearing. They must be indisputable, not opinions, speculations, conjectures, probable eventualities or conclusions. The facts should be brief and arranged in a sequence which lends itself to logical development in the discussion which follows. Definitions essential for proper treatment of the subject are also listed in this paragraph. As an aid in limiting the length of the study, most of the detailed facts can be placed in annexes to the study and only a summary placed in the body. The most common error is to include obvious conclusions in this paragraph. Check any statement before you place it among the facts. Remember, improper wording might make the statement a conclusion.

5. Discussion

Since your conclusions and recommendations are based on the discussion, it is obvious that the heart of the staff study is incorporated into the discussion. Your case rests on how lucidly you have written it.

In the discussion, the author thoroughly explores possible solutions to the problem in the light of the assumptions and the facts bearing on the problem. Each alternate solution must be objectively analyzed and evaluated. This discussion consists of a combination of factual statements, reasoned opinions and professional judgments from which logical conclusions can be drawn. It is, in fact, an application of all possible solutions. The length of the discussions depends upon the nature of the problem and the needs and desires of the chief.

When a staff study treats a complex subject requiring an extensive discussion, only the digest will be presented in the body of the study and the complete discussion will be submitted as an annex. The digest should mention briefly every important solution you tested. It should explain why you rejected the ones ones you did, and why you accepted the one you did.

6. Conclusions

The next paragraph of the staff study consists of statements of the results derived from a reasoned judgment of the effects and implications of the essential facts. The conclusions are actually a brief statement of the best solution of the problem. New material, argumentation, and alternate lines of action are excluded from this section. The solution must meet the tests of suitability, feasibility and acceptability.

7. Recommendations

The final paragraph of the staff study consists of a complete, concise and clear-cut statement of the action required to put into effect the solution that has been reached. Any document, or documents, required to initiate action is attached to the study as an annex. The recommendations must be prepared so that the Chief need only approve them to initiate the required implementing action.

In addition to the seven basic elements, two more items may be involved; annexes and concurrences and/or non-concurrences.

Annexes

Annexes, or enclosures, are used to keep the body of the staff study as brief and concise as possible. They contain material that is essential to the completeness and effectiveness of the study, but would make the study unwieldy if the material were not prepared in the form of separate enclosures. Each enclosure would be clearly identified by a subject matter title and by an annex number. If ther are many enclosures, index tabs and a tabulation of contents are helpful.

The discussion section of the staff study is the one most likely to be provided with supporting enclosures. The discussion that appears in the body of the study is usually restricted to about one single-spaced typewritten page, yet the thorough exploration of a complex problem usually requires more space and is submitted as an enclosure. Charts, computations, diagrams, plans, concepts, and discussions os special topics may also appear as separate enclosures supporting the discussion section.

Concurrences and Non-Concurrences

Alternate opinions (non-concurrences) may be another kind of enclosure. The staff study is not complete until interested divisions and other agencies have seen it and indicated their views. Frequently, you will save yourself a lot of trouble if you consult with these agencies in the drafting stage, rather than waiting until you have completed the paper. For if they raise major objections which you cannot refute, it is certainly easier to take them under strong consideration early. On the other hand, if you have strong convictions you would be remiss in your duty to the Chief if you accepted such objections without airing them. Non-concurrences appear in the format directly following the initials of officers not concurring.

A brief statement of the reason for non-concurrence follows the initials of the officer. If further amplification is necessary, it may be followed by a Consideration of Non-Concurrences by the author rebutting any arguments so considered. Here, again, an enclosure may be appropriate. Non-concurrences may also arise when a group of officers is preparing a staff study, and when it is impossible to arrive at a unanimously supported conclusion. In that case, each non-concurring officer so indicates by his signature and briefly states his reasons for non-concurrence.

Concurrences secured after the completion of the study, are formal and do not take the place of the informal concurrences obtained during the preparation. The action by the approving authority may or may not appear on the study. If the recommendation is that he signed a letter (which has been prepared and attached as an annex), the fact that he signs it constitutes an approval. If, however, the study proposes a certain procedure or policy, then the signature of the approving authority on the study is sufficient to put that procedure into effect.

APPENDIX G

Results of Evaluation Form Responses

STATE POLICE COMMAND-MANAGEMENT SEMINAR I
December 8 - 20, 1968

Instructor Evaluation Results

The participants were asked to consider the following two questions with regard to each instructor. In the columns on page 2, they were asked to write the response number which they considered appropriate for each instructor on both questions. For example, if they thought Ray McCain's grasp and understanding of their managerial situation was average; if they thought Ray's preparation and conduct of his sessions were average, in terms of meeting their personal needs, they would mark the form as follows:

	Question #1	Question #2
McCain	3	3

The questions were:

Question #1

To what extent did the instructor grasp or understand your managerial situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a manager?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

SPC Seminar I - Instructor Evaluation Results - Dec. 8 - 20, 1968 Page 2

Instructors	Question 1 Mean	Question 2 Mean
Barefield	2.3	2.3
Furcon	1.6	1.8
Green	2.6	2.0
Kassoff	2.6	3.0
McCain	1.9	1.5
Olson	1.8	2.1
Rice	1.7	1.1
Sprague	2.4	2.1
Woodward	3.3	2.9
Zima	3.4	2.9
TOTAL MEAN	2.3	2.1

A summation of the significant comments the participants made about specific instructors are as follows:

Only seven persons responded and they did so with praise and constructive criticism.. Two persons felt Woodward should change his introduction, deleting his negative remarks. Olson was thought to have presented the best lecture outline. McCain and Barefield were said to have the greatest rapport with the class. Only one person felt that the instructors were not familiar enough with state police operations and structure.

STATE POLICE COMMAND-MANAGEMENT SEMINAR I
December 8 - 20, 1968

Program Evaluation Results

Column 1: The participants were asked to rate each subject (session) of the first two weeks of the program in terms of its value, importance, and helpfulness to them as a manager. They were asked to rate according to the following scale:

1 - great positive and personal value
2 - substantial positive and personal value
3 - some positive and personal value
4 - little positive and personal value
5 - no positive and personal value

Column 2: The participants were asked to rank the subjects (sessions) for the first two weeks of the program in terms of their value, importance and helpfulness. They were asked to place the following symbols on the line of the appropriate subject:

+1 - the most valuable (etc.) subject (session)
+2 - the second most valuable (etc.)
+3 - the third most valuable (etc.)
-1 - the least valuable (etc.) subject (session)
-2 - the second least valuable (etc.)
-3 - the third least valuable (etc.)

The results of these ratings are as follows:

Subjects (Instructor)	Col. 1 Mean	Col. 2 Mean
The Process of Communication (McCain)	2.2	
Principles of Briefing (McCain)	2.0	
Principles of Conference Leadership (Zima)	2.5	
Interpersonal Communication Exercises (McCain, Zima, Barefield)	2.0	
Delivery of Briefings With A-V Aids (Barefield)	2.4	
Conference Leadership Comm. Exercises (McCain, Zima, Barefield)	2.1	
Briefing Communication Exercises (McCain, Zima, Barefield)	2.0	
Communication in the Modern Organization (Zima)	3.0	-2
Introduction to Problem Analysis (Rice)	1.5	+2
The Disciplined Method of Problem Analysis (Rice)	1.4	+1

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Subjects (Instructor) -- Continued	Col. 1 Mean	Col. 2 Mean
Introduction to Decision Making (Rice)	2.1	+3
The Disciplined Method of Decision Making (Rice)	1.1	
Fundamentals of Management (Kassoff)	2.8	
The Planning Process in the Organizational Setting (Woodward)	2.8	
Programming, Strategy and Long-Range Planning (Woodward)	2.8	-4
Planning for Repetitive Action (Woodward)	3.0	-1
Controlling in Police Management (Green)	2.0	
Measuring Work Effectiveness (Green)	2.0	
Information Systems as a Mgmt. Tool for Planning and Controlling (Sprague)	2.4	
Personnel Measurement and Control (Furcon)	1.9	
Financial Control (Olson)	2.3	-3

The participants were then asked to circle one response number for each of these items, and the results were as follows:

1. The experience of attending this portion of the seminar has been of...

    1- great positive and personal value;
    2- SUBSTANTIAL POSITIVE AND PERSONAL VALUE;
    3- some positive and personal value;
    4- little positive and personal value;
    5- no positive and personal value.

2. The sessions of this portion of the seminar have acquainted me with...

    1- a great many new ideas and points of view;
    2- A SUBSTANTIAL NUMBER OF NEW IDEAS AND POINTS OF VIEW;
    3- some new ideas and points of view;
    4- very few new ideas and points of view;
    5- no new ideas and points of view.

3. I think that specific information from the reading materials was...

    1- extremely useful;
    2- QUITE USEFUL;
    3- of some use;
    4- of very little use;
    5- of no use at all.

4. In terms of personal changes in my practice of management, this portion of the seminar will probably produce...

   1- a great many new practices;
   2- a substantial number of new practices;
   3- SOME NEW PRACTICES;
   4- very few new practices;
   5- no new practices.

5. In terms of changes in the department, this portion of the seminar will probably produce...

   1- a great many new practices;
   2- a substantial number of new practices;
   3- SOME NEW PRACTICES;
   4- very few new practices;
   5- no new practices.

STATE POLICE COMMAND-MANAGEMENT SEMINAR I

December 8 - 20, 1968

General and Program Evaluation Results

In General

1. How worthwhile was this portion of the seminar for you?

19 very worthwhile
11 fairly worthwhile
____not very worthwhile
____a waste of time

2. This portion of the seminar has acquainted me with:

10 many new ideas
20 some new ideas
____very few new ideas
____no new ideas

3. In terms of personal changes in your future management, this portion of the seminar will probably produce:

1 many new practices
27 some new practices
2 very few new practices
____no new practices

4. In terms of organizational changes in your department, this portion of the seminar will probably produce:

____many new practices
19 some new practices
11 very few new practices
____no new practices

How This Portion of the Seminar Was Conducted

5. On the whole, this portion of the seminar was conducted:

17 very well
13 fairly well
____poorly
____very poorly

6. Lecture and discussion:

6 too much lecture
1 too much discussion
23 about the right amount of each

7. Resource people:

4 too theoretical
20 not familiar enough with police work
6 OK

How This Portion of the Seminar Was Conducted (Continued)

8. Visual Aids:

10 not enough movies, charts, etc.
____ too much use of demonstrations, blackboards, movies, charts, etc.
20 OK

9. Reading material:

____ not enough reading
10 too much reading
20 OK

10. Breakdown sessions:

19 excellent learning experience
____ waste of time
11 OK

11. The summarized feeling about this portion of the seminar was as follows:

18 a. It has some merits.
4 b. It was not exactly what I needed.
19 c. It provided the kind of experience I can apply to my own situations.
____ d. It was a complete waste of time.
____ e. I am not taking any new ideas away.
____ f. It was too general.
21 g. It solved some problems for me.
____ h. Exactly what I wanted.
____ i. I didn't learn a thing.
____ j. It was very poorly planned.
5 k. It was neither very good nor very poor.
12 l. I think it served its purpose.
6 m. It was fair.
24 n. It helped me personally.
____ o. It didn't hold my interest.
1 p. It was one of the most rewarding experiences I have ever had.
____ q. It was too superficial.
7 r. I was mildly disappointed.

12. A summary of the opinions about the length (number of days) and schedule (8:30-5:00, evening sessions, etc.) as well as coffee breaks and meals was as follows:

The number of days and length of sessions were generally well received. Four or five thought that the 1-1/2 - 2 hr. sessions were too long. The majority, however, wanted lunch and coffee breaks shortened hoping that the evening sessions could be eliminated. The evening sessions seemed to be a sore point with almost everyone. Several persons even suggested holding Saturday and Sunday classes in lieu of evening sessions.

13. The opinion about the dress during the portion of the seminar and the suggestions about the policy during the remainder of this seminar as well as future seminars was as follows:

    Everyone, with the exception of two persons, felt that casual dress was OK. Many felt, however, that the type of dress should be optional for those who wanted to dress more formally. About a quarter of the respondants asked that the signs be removed from the lobby welcoming the State police.

14. The following suggestions or criticisms about free time activities were forthcoming:

    Twenty men had no suggestions or criticisms. Of those who did, they all enjoyed the dinner at Hausner's. A couple of men felt $5.00 was too much for golf in the off-season, and some men found the University pool closed.

15. The evaluation of Ray McCain in terms of his fulfillment of objectives to coordinate with representatives of the seven state police organizations in developing the seminar, which included a preliminary study of the training needs, the selection of general program content, selection and orientations of instructors and the seminar evaluation was as follows:

    In every instance, Ray McCain was thought to "be the right man for the job," "excellent," "right on target," have had "a difficult job but fulfilled his objectives well." Several persons felt that some of the instructors didn't understand police organization structure and problems as well as they should, but most of these persons realized that this was a pilot program and looked forward to continued improvement.

    a. The evaluation of Jack Buckalew as Project Co-Director for the first seminar and as a member of the planning staff to work with Ray McCain in fulfilling the above tasks, plus monitoring all classes with the objective of evaluating the instruction, rebriefing the instructors, participants, and the staff was that he did a good or excellent job. He was very accommodating to the participants' needs and was a great help keeping the instructors on the track.

b. The evaluation of Ron Taylor as Seminar Coordinator with the responsibility as general coordinator and to handle administrative details of the seminar was that he did an excellent or good job in everyone's opinion. It was generally felt that he did his best to be helpful, was really interested in the program, and was very personable.

16. The opinion of the text and its utilization within this portion of the seminar was as follows: Thirteen respondants thought that the text was OK, good, or excellent. Five felt it should be more directed toward police work and problems rather than business and industry. Others, however, could see the application of business theories and concepts to their particular situations. Four men thought the text was too hard and dry while three others felt it was very little help.

17. Everyone felt that the handout materials proved beneficial. Many suggested a need for even more. A few expressed a concern over lack of reading time, but even they felt the handouts would be excellent reference material. One specific suggestion was made asking if each topic couldn't be pre-printed with marginal space for personal notes.

18. The statistics concerning enough time during the first two weeks to read the materials were:

    21 reported no
    5 reported yes
    4 reported "not quite."

19. Thirteen said they would be able to allot enough time during the upcoming break to review and familiarize themselves with both the text and notebook material, but nine said no and six said they would try. Several were concerned about lack of time because it was the Christmas holidays.

20. The following suggestions were made with reference to the utilization of audio-visual aids such as the overhead projector, slide projector, films, etc. Two persons indicated a preference for a microphone to be used by some instructors who spoke softly. Another person said that the slide projector and flip charts were difficult to read from the rear of the room and suggested that large, clear slides would be beneficial.

21. Some of the major concerns of this portion of the seminar were to apply management concepts to the police organization.

    a. What material have they found to be impractical (in general)?

    There were only ten persons who had suggestions or criticisms. Of these, three thought Joe Zima's communication lectures were too basic. Three others listed time studies, information systems management, statistical analysis as material they found to be impractible. Three felt that the material should be more directed towards State police rather than industry, and another person felt with respect to technical aspects of systems, that the need is to know "why" not "how."

    b. What material have they found to be most practical (in general)?

    The material most often referred to was problem analysis and decision making (20). Communications and personnel measurement and control were each mentioned ten times. Principles of briefing was next on the list in popularity with all other subjects being mentioned only two or three times each.

22. What changes would be made if this seminar were to be conducted again?

    While the answers were varied a great deal, a commonality of answers were found in four areas. Nine persons wanted night sessions eliminated; five persons either wanted the course material directed more towards police work or wanted the instructors more police-oriented; two persons felt less time should be spent on communications; and two persons wanted more time spent on subjects which were considered most important by the majority of the group. Other suggestions included: less material and information crammed in a 2-week period, Monday thru Friday classes only, more time for reading and studying, more lecture material on PPBS, required activity during evening periods should be limited to personal study periods and have 50-minute sessions and 10-minute breaks each hour.

23. The evaluation of the split weeks concept (2 weeks in December and the remaining 2 weeks in January) was favorable. It was generally pointed out that the 2-weeks break gave the men time to absorb material and to catch up on duties back on the job. But many of the respondents complained about the seminar having been scheduled just before Christmas.

24. The following answers were given in terms of the participants personal efforts to get the most out of what has been provided during this portion of the seminar:

Excellent ----	5
Good ---------	18
Average ------	7

25. In one sentence evaluations of the seminar, the following thoughts were expressed:

Almost all of the comments were favorable. The respondents generally felt that the program was very worthwhile or essential to police management and should be continued. Several persons expressed belief that as the seminar series continues, improvement will be made as instructors become more familiar with police operations. It was generally felt that meaningful information was received not only from the instructors and course material, but also from the chance to associate with other state policement in other departments.

STATE POLICE COMMAND-MANAGEMENT SEMINAR I

January 5 - 11, 1969

INSTRUCTOR EVALUATION RESULTS

The participants were asked two questions with regard to each instructor. In the columns on the next page, the mean answer for the two questions is listed. An example of the answer given is: if you think Norm Kassoff's grasp and understanding of your managerial situation was average and if you think Norm's preparation and conduct of his sessions was average, in terms of meeting your personnel needs, you would mark the form as follows:

	Question #1	Question #2
Kassoff	3	3

The questions asked were:

To what extent did the instructor grasp or understand your managerial situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a manager?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

INSTRUCTORS	Question 1	QUESTION 2
Beck	2.6	3.0
Dunsing	2.6	2.3
Kassoff	2.4	2.5
Lejins	2.3	1.9
Lewis	1.7	1.4
Park	3.1	3.0
Ruud	2.8	2.5
Trubow	2.5	2.3
Mean Rating:	2.5	2.3

The following comments were made by the participants concerning the instructors: Of five persons commenting on Mr. Park, they all felt he was interesting or entertaining, however, that his ideas seemed somewhat foreign to police personnel. Dr. Lewis seemed to be the most interesting lecturer as well as informative. They felt that he should be afforded more time. Three different responses towards Dr. Lejins included: (1) he didn't appear to be interested in his subject; (2) Very knowledgable but difficult to follow with his accent; (3) knew his subject and was well prepared, but had difficulty relating to state police problems.

STATE POLICE COMMAND-MANAGEMENT SEMINAR I

January 5 - 11, 1969

PROGRAM EVALUATION

The participants were asked to rate each subject (session) of the third week of the program in terms of its value, importance, and helpfulness to them as managers. The following scale was used:

1 - great positive and personal value
2 - substantial positive and personal value
3 - some positive and personal value
4 - little positive and personal value
5 - no positive and personal value.

The results of these ratings are as follows:

Subjects (Instructors)	Rating	
Human Problems of Leadership (Dunsing)	2.5	
Standards of a Successful Team (Dunsing)	2.5	
Effective Leadership Style (Dunsing)	2.5	
Creating a Climate of Trust (Beck)	2.7	
Motivation Through Meaningful Work (Beck)	2.4	
Organizational Barriers to Human Effectiveness (Beck)	2.5	
Personality Development (Park)	3.1	
You, the Leader (Park)	3.1	
Organizing (Kassoff)	3.0	
Public Relations Policies in Law Enforcement (Lejins)	2.6	
The Changing Role of the Policeman (Taylor)	2.6	
The Changing Role of the Policeman (Lejins)	2.5	
Our Modern Society (Lewis)	2.0	
Our Modern Society: Implications for Law Enforcement (Lejins)	2.4	
Current National Concern and Action for Law Enforcement: A Panel Discussion (Lejins, Kassoff, Trubow, Ruud)	2.6	Mean Rating: 2.6

Five additional questions were asked the participants and the answer given more often is in capital letters.

1. The experience of attending this portion of the seminar has been of...

   a. great positive and personal value;
   b. SUBSTANTIAL POSITIVE AND PERSONAL VALUE;
   c. some positive and personal value;
   d. little positive and personal value;
   e. no positive and personal value.

2. The sessions of this portion of the seminar have acquainted me with...
   - a. a great many new ideas and points of view;
   - b. A SUBSTANTIAL NUMBER OF NEW IDEAS AND POINTS OF VIEW;
   - c. SOME NEW IDEAS AND POINTS OF VIEW;
   - d. very few new ideas and points of view;
   - e. no new ideas and points of view.

3. I think that specific information from the reading material was...
   - a. extremely useful;
   - b. QUITE USEFUL;
   - c. OF SOME USE;
   - d. of very little use;
   - e. of no use at all.

4. In terms of personal changes in my practice of management, this portion of the seminar will probable produce...
   - a. a great many new practices;
   - b. a substantial number of new practices;
   - c. SOME NEW PRACTICES;
   - d. very few new practices;
   - e. no new practices.

5. In terms of changes in the department, this portion of the seminar will probably produce...
   - a. a great many new practices;
   - b. a substantial number of new practices;
   - c. SOME NEW PRACTICES;
   - d. very few new practices;
   - e. no new practices.

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

March 2-14, 1969

INSTRUCTOR EVALUATION RESULTS

QUESTION # 1

To what extent does the instructor grasp or understand your managerial situation (as indicated by your contacts with him in sessions and in informal discussions)?

QUESTION # 2

To what extent does the instructor prepare and conduct his sessions to meet your personal needs as a manager?

Instructors	Question # 1	Question # 2
ESPIE	3.6	4.2
FURCON	2.4	2.5
GREEN	2.5	2.3
HILLE	1.1	1.3
OLSON	2.5	2.3
RICE	1	1
SPRAGUE	1.7	1.6

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

March 2-14, 1969

PROGRAM EVALUATION RESULTS

In Column 1 please rate each subject (session) of the first two weeks of the program in terms of its value, importance, and helpfulness to you as a manager. Please rate according to the following scale:

1	Great positive and personal value
2	Substantial positive and personal value
3	Some positive and personal value
4	Little positive and personal value
5	No positive and personal value

Subjects	Rating Mean Score
Attitudes toward Management	2.4
Goals of Police Organization	3.1
Problems in Police Organization	3.2
Police and Policy Development in Organization	2.0
The Nature and Scope of Planning	1.8
Systems Approach to Planning and Control	1.9
Problem Analysis and Decision Making	1.3
Nature of State Police Organization	3.6
Financial Control	2.8
Work Measurement	2.4
Organizing Work and Staffing	2.4
Information Systems in Law Enforcement	2.2
Personnel Measurement and Control	2.3
Preparations for Staff Study	2.4

SPC Seminar II - Program Evaluation Results - March 2-14, 1969 - Page 2

Please circle one response number for each of these items.

1. The experience of attending this portion of the seminar has been of...
   9 great positive and personal value
   16 substantial positive and personal value
   3 some positive and personal value

2. The sessions of this portion of the seminar have acquainted me with...
   4 a great many new ideas and points of view
   15 a substantial number of new ideas and points of view
   9 some new ideas and points of view

3. I think that specific information from the reading materials was...
   1 extremely useful
   12 quite useful
   12 of some use
   3 of very little use

4. In terms of personal changes in my practice of management, this portion of the seminar will probably produce...
   6 a substantial number of new practices
   19 some new practices
   3 very few new practices

5. In terms of changes in the department, this portion of the seminar will probably produce...
   2 a substantial number of new practices
   13 some new practices
   13 very few new practices

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

March 2-14, 1969

GENERAL AND PROGRAM EVALUATION RESULTS

In General

1. How worthwhile was this portion of the seminar for you?

___23___very worthwhile
___5___fairly worthwhile
___0___not very worthwhile
___0___a waste of time

2. This portion of the seminar has acquainted me with:

_______many new ideas
___28___some new ideas
_______very few new ideas
_______no new ideas

3. In terms of personal changes in your future management, this portion of the seminar will probably produce:

_______many new practices
___27___some new practices
___1___very few new practices
_______no new practices

4. In terms of organizational changes in your department, this portion of the seminar will probably produce:

_______many new practices
___2___some new practices
___21___very few new practices
___4___no new practices

How This Portion of the Seminar Was Conducted

5. On the whole, this portion of the seminar was conducted:

___3___very well
___25___fairly well
_______poorly
_______very poorly

6. Lecture and discussion:

_______too much lecture
_______too much discussion
___28___about the right amount of each

7. Resource people:

_______too theoretical
___3___not familiar enough with police work
___25___O.K.

SPC Seminar II - General & Program Evaluation Results - March 2-14, 1969 - Page 2

8. Visual Aids:

________ not enough movies, charts, etc.
________ too much use of demonstrations, blackboards, movies, charts, etc.
___27___ O.K.

9. Reading material:

________ not enough reading
___1___ too much reading
___27___ O.K.

10. Breakdown sessions:

___17___ excellent learning experience
___2___ wast of time
___9___ O.K.

11. The summarized feeling about this portion of the seminar was as follows:

___9___ a. It has some merits.
___3___ b. It was not exactly what I needed.
___10___ c. It provided the kind of experience I can apply to my own situations.
________ d. It was a complete waste of time.
________ e. I am not taking any new ideas away.
________ f. It was too general.
___10___ g. It solved some problems for me.
________ h. Exactly what I wanted.
________ i. I didn't learn a thing.
________ j. It was very poorly planned.
___1___ k. It was neither very good nor very poor.
___13___ l. I think it served its purpose.
___1___ m. It was fair.
___13___ n. It helped me personally.
___1___ o. It didn't hold my interest.
___1___ p. It was one of the most rewarding experiences I have ever had.
________ q. It was too superficial.
___4___ r. I was mildly disappointed.

12. Please state your opinions about the length (number of days) and schedule (8:30-5:00, evening sessions, etc.) as well as coffee breaks and meals in the space provided below:

Pro	Con
Excellent (leave as is): 5	too crowded: 1
Very Good: 4	too great amount of time allowed between: 1
Proper balance (adequate):15	no evening session: 1

13. Please state your opinion about the dress during the portion of the seminar and please state any suggestions about the policy during the remainder of this seminar as well as future seminars.

Pro	Con
Proper (adequate): 28	

14. Please list any suggestions or criticisms about free time activities.

Pro	Con
Fine as is: 20	nothing planned: 2

15. Please give your evaluation of Ray McCain in terms of his fulfillment of objectives to coordinate with representatives of the seven state police organizations in developing the seminar, which included a preliminary study of the training needs, the selection of general program content, selection and orientation of instructors and the seminar evaluation.

Pro	Con
Excellent: 9	more association with group: 1
Very good: 10	
Adequate: 7	

16. Please give your opinion of the test and its utilization within this portion of the seminar.

Pro	Con
Adequate: 21	not applicable: 7

17. Please state whether the handout materials were beneficial to you and please state any other suggestions you might have about the handouts.

Pro	Con
Very informative: 12	more outlines: 5
Adequate: 6	questionable use: 7

18. Please state Yes, No, or Not Quite, about the time during the first two weeks allotted to read the materials.

Pro	Con
Yes: 22	No: 2
	Not quite: 4

19. Please state whether you will be able to allot enough time during the upcoming break to review and familiarize yourselves with both the text and notebook material.

Pro	Con
Yes: 24	No: 5

20. Would you please state any suggestions as to the utilization of audio-visual aids such as the overhead projector, slide projector, films, etc.

Pro	Con
No suggestions (fine): 15	more: 6
	too much: 2

21. Some of the major concerns of this portion of the seminar were to apply management concepts to the police organization.

a. What material have you found to be impractical (in general)?

b. What material have you found to be most practical (in general)?

Practical	Impractical
Personnel measurement: 4	Police problems & goals: 6
Decision making: 8	Espie material: 3
Handbooks (by mail): 1	

22. What changes would you make if this seminar were to be conducted again?

More concern for personal materials 4
Desire more professional instructors (no Espie) 6
More handouts, condense some courses 2

23. Please give your evaluation of the split weeks concept.

Pro	Con
Favor: 27	

24. Please rate in terms of the participants personal efforts to get the most out of what has been provided during this portion of the seminar:

16 excellent
7 good
1 average

25. In one sentence please evaluate the seminar.

It unveiled concepts seldom exposed 1
I found it informative 5
It has merit 3
It is of great value to me 3
Very good 6
Excellent 6
It has shown law enforcement in a new professional light 1
It is good but there is much need for familiarization with actual police practices 2

3OF3

ED

041239

1.0 1.1 1.25 1.4 1.6 1.8 2.0 2.2 2.5 2.8 3.2 3.6 4.0 4.5 5.0 5.6 6.3 7.1 8.0 9.0 10

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

April 13-26, 1969

INSTRUCTOR EVALUATION RESULTS

Consider the following two questions with regard to each instructor. In the columns on page 2, write the response number which you consider appropriate for each instructor on both questions. For example, if you thought Ray McCain's grasp and understanding of your managerial situation was average; if you thought Ray's preparation and conduct of his sessions were average, in terms of meeting your personal needs, you would mark the form as follows:

	Question #1	Question #2
McCain	3	3

Question #1

To what extent did the instructor grasp or understand your managerial situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a manager?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

SPC Seminar II - Instructor Evaluation Results - April 13-26, 1969 - Page 2

Instructors	Question #1	Question #2
Hillmar	2.5	2.4
Lejins	1.5	1.4
Linkow	1.8	1.6
Park	3.0	3.0
Zima	2.0	1.8

If you have any specific comments about the instructors, please write them below:

STATE POLICE COMMAND-MANAGEMENT SEMINAR II
April 13-26, 1969
PROGRAM EVALUATION

Column 1: Rate each subject (session) of the first two weeks of the program in terms of its value, importance, and helpfulness to you as a manager. Rate according to the following scale:

1 great positive and personal value
2 substantial positive and personal value
3 some positive and personal value
4 little positive and personal value
5 no positive and personal value

Column 2: Rank the subjects (sessions) for the first two weeks of the program in terms of their value, importance, and helpfulness. Place the following symbols on the line of the appropriate subject:

+1 the most valuable subject (session)
+2 the second most valuable
+3 the third most valuable
-1 the least valuable subject (session)
-2 the second least valuable
-3 the third least valuable

Subjects	Column #1 Mean Score	Column #2 Rank
Leading and Directing	2.9	-1
Principles of Group Communication	1.9	+2
Principles of Briefing	2.1	+3
Public and Community Relations	1.5	+1

Circle one response number for each of the following items:

1. The experience of attending this portion of the seminar has been of...

9 great positive and personal value
12 substantial positive and personal value
7 some positive and personal value
0 little positive and personal value
0 no positive and personal value

2. The sessions of this portion of the seminar have acquainted me with...

7 a great many new ideas and points of view
13 a substantial number of new ideas and points of view
9 some new ideas and points of view
0 very few new ideas and points of view
0 no new ideas and points of view

3. I think that specific information from the reading materials was...

1 extremely useful
13 quite useful
13 of some use
0 of very little use
0 of no use at all

4. In terms of personal changes in my practice of management, this portion of the seminar will probably produce...

0 a great many new practices
6 a substantial number of new practices
20 some new practices
2 very few new practices
0 no new practice

5. In terms of changes in the department, this portion of the seminar will probably produce...

0 a great many new practices
0 a substantial number of new practices
13 some new practices
15 very few new practices
0 no new practices

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

April 13-26, 1969

GENERAL AND PROGRAM EVALUATION RESULTS

In General:

1. How worthwhile was this portion of the seminar for you?

    17 very worthwhile
    11 fairly worthwhile

2. This portion of the seminar has acquainted me with:

    20 some new ideas
    8 many new ideas

3. In terms of personal changes in your future management, this portion of the seminar will probably produce:

    2 many new practices
    24 many new practices
    2 very few new practices

4. In terms of organizational changes in your department, this portion of the seminar will probably produce:

    10 some new practices
    17 very few new practices
    1 no new practices

How This Portion of the Seminar Was Conducted:

5. On the whole, this portion of the seminar was conducted:

    21 very well
    7 fairly well

6. Lecture and Discussion:

    2 too much lecture
    26 about the right amount of each

7. Resource people:

    21 OK
    6 not familiar enough with police work
    1 too theoretical

SPC Seminar II-General & Program Evaluation Results-April 13-26,1969-Page 2

How This Portion of the Seminar Was Conducted (Continued):

8. Visual Aids:

24 OK
6 not enough

9. Reading material:

24 OK
3 too much reading
1 not enough reading

10. Breakdown sessions:

19 OK
9 excellent

11. The summarized feeling about this portion of the seminar was as follows:

10 a. It has some merits.
1 b. It was not exactly what I needed.
10 c. It provided the kind of experience I can apply to my own situations.
______ d. It was a complete waste of time.
______ e. I am not taking any new ideas away.
______ f. It was too general.
5 g. It solved some problems for me.
3 h. Exactly what I wanted.
______ i. I didn't learn a thing
______ j. It was very poorly planned.
______ k. It was neither very good nor very poor.
9 l. I think it served its purpose.
______ m. It was fair.
15 n. It helped me personally.
______ o. It didn't hold my interest.
4 p. It was one of the most rewarding experiences I have ever had.
______ q. It was too superficial.
1 r. I was mildly disappointed.

12. What is your opinion about the length (number of days) and schedule (8:00-5:00, no evening sessions, etc.) as well as coffee breaks and meals?

Pro	Con
4 Excellent	2 Too lengthy
9 Very good	1 No Sunday or Saturday
9 Good/adequate	3 No evening

13. What is your opinion about the dress during this portion of the seminar and do you have suggestions about the policy of future seminars?

25 Approve
3 Reservations (felt out of place compared to other visitors)

14. Do you have any suggestions about free time activities?

14 Present - good
3 List area entertainment in Lobby
2 Do not plan
1 Social Hour
2 Trips to Baltimore
3 Planned activities

15. It was the responsibility of Ray McCain, as Project Director, to coordinate with representatives of the seven states in conducting a preliminary study of your training needs to plan the seminar program, select instructors, orient the instructors, and conduct a seminar evaluation. Please evaluate him in terms of his fulfillment of these responsibilities.

	Pro		Con
5	Excellent	1	More complete?
7	Very good	1	Quality is good considering etc. (not necessary-adverse comment
3	Good	6	Many absences caused lack of communication with instructor
4	OK/Satisfied/Adequate		
1	Well organized		

16. It was the responsibility of John Blades, as Seminar Co-Director for the second seminar and as a member of the planning staff, to work with Ray McCain in fulfilling the above tasks, plus monitoring all classes with the objective of evaluating the instruction, rebriefing the instructors, participants and staff. Please evaluate him in terms of his fulfillment of these responsibilities.

	Pro		Con
20	Excellent	1	Qualified (not necessarily adverse)
6	Very good		
2	Good		
1	OK/Satisfied/Adequate		

17. It was the responsibility of Ron Steger as Seminar Coordinator to act as general coordinator and to handle administrative details of the Seminar. Please evaluate him in terms of his fulfillment of these responsibilities.

Pro	Con
4 Excellent	4 No contact
11 Very good	
4 Good	
4 Adequate	

18. What was your opinion of the text and its utilization within this portion of the Seminar?

Pro	Con
7 Ideal (applied perfectly)	9 Didn't apply
12 Adequate	

19. What was your opinion about the amount and quality of the handout materials?

Pro	Con
7 Very good	2 Not enough outlines
9 Good	
10 Adequate	

20. Do you feel there was sufficient time during the break to read the appropriate materials? Any comments or suggestions?

21 Yes

6 No

21. Do you have any suggestions with regard to the utilization of audio-visual aids such as the overhead projector, slide projector, films, ect.?

Pro	Con
18 Proper balance	3 More
3 Very good	
4 Adequate	

22. What materials have you found to be impractical (in general)?

Pro	Con
15 None	6 Text
	1 Harry Parks
	1 Espie
	1 Police Problems and Organization
	1 Staff Study

23. What materials have you found to be most practical (in general)?

Pro

1 Lejin
1 Lejin's text
1 Communications briefing
2 "Motivate"

Con

1 Dr. Kassoff
3 Handouts

24. What changes would you make in the upcoming seminars?

Pro

7 No changes
1 More qualified police instructors

Con

4 Change Parks/Espie
1 Elimiate Goals of Police Problems
8 Give more time to Staff Study
1 No IACP

25. What is your evaluation of the split-weeks concept (two weeks in March and the remaining two weeks in April)?

Pro

25 Approved

Con

2 Too far apart
1 Want one session

26. In one sentence evaluate the entire Seminar.

5 It was excellent.
5 It was very good.
3 It was what I expected (satisfactory).
6 I could readily apply what I learned
5 I would like more or would like commissioned officers to have this as a standard procedure.
5 Contact with others was useful.

STATE POLICE COMMAND-MANAGEMENT SEMINAR II

April 13-26, 1969

OPINIONNAIRE ON CENTER OF ADULT EDUCATION

1. Conference Rooms

Pro

1 Excellent
5 Very Good
9 Good
7 Adequate

Con

1 Uncomfortable seats
3 Specific rooms (B, C) inadequate

2. Dining Facilities

Pro

3 Excellent
11 Very Good
9 Good
5 Adequate

3. Lounging Facilities

Pro

3 Excellent
7 Very Good
9 Good
7 Adequate

Con

2 Needs recreation room

4. Bedrooms

Pro

6 Excellent
9 Very Good
8 Good
5 Adequate

5. General Atmosphere of Center

Pro

8 Excellent
8 Very Good
9 Good
3 Adequate

6. Meals

Pro

7 Excellent
6 Very Good
7 Good
8 Adequate

Con

1 Poor

APPENDIX H

State Police Command-Management Seminar Evaluation

by

STANLEY J. HILLE
Associate Professor of Business
Administration
University of Maryland

June 30, 1969

STATE POLICE COMMAND-MANAGEMENT SEMINAR EVALUATION

by

STANLEY J. HILLE
Associate Professor of
Business Administration
University of Maryland

RESEARCH DESIGN

It was thought that the value of the State Police Command-Management Seminar could be best assessed by determining the on-the-job benefit of the management principles taught in the program. A pre-selection of participants who had been back on the job for approximately six months was made in order that they might have had time to apply these seminar theories to their management tasks.

Moreover, it was believed that another dimension would be added to the evaluation if these participants' superiors were interviewed to discover any changes they might have noted in the participants' on-the-job management performance.

DATA-GATHERING METHODOLOGY

The personal interview technique was employed since it allowed indepth exploration of the seminar's advantages and disadvantages. Questionnaires were used by the interviewer as a guiding tool, but not a limiting device. Thus, all the basic areas of the program were covered - first in a general sense, then in specific and finally in terms of an overall course evaluation. (See Annexes X, Y, and Z.)

Since it was desirable for participants to have on-the-job experience after the seminar's conclusion, only those participants and their superiors attending the first of the four seminars were interviewed. The seminar dates were December 8-20, 1968 and January 5-17, 1969. The interviews were conducted during the week of June 9-13, 1969 at the police headquarters of participating states.

Sample

The total population consisted of 29 seminar participants and 22 superiors (some superiors had more than one subordinate at the session). A selection of participants from each of the states was made (two from those states sending three or more to the Seminars and one from the remaining states) to insure a variety of opinions and suggestions. A further qualification was set in this judgment sample's selection. That is, interviewee participants were not to have a superior who had personally participated in the seminar. This was done to protect the impartiality of the superiors' evaluation of the participants' post seminar performance. The last qualification was met in all but one case.

From the total population, fourteen participants and eleven superiors were selected for interviews. Thirteen participants (one Lt. Col., and one Major, eight Captains, and three Lieutenants) and eight superiors (one Col., one Lt. Col., four Majors, and two Captains) were actually interviewed. One superior was called away on an important investigation. The interviewer was late in one instance and missed an interview with a superior. In one case, West Virginia, no valid interview was conducted since the superior contacted failed to inform the participant and was not available for the interview himself on the agreed upon day.

Each interview lasted approximately one hour. It should be kept in mind that sampling the first seminar means that many of the weaknesses found in this evaluation may have been corrected in later sessions. Nonetheless, this sample should provide a solid, representative base on which to evaluate the course. The writer believes this to be a fair representation of the course's strengths and weaknesses.

FINDINGS

First a summary of the interviewer's impressions of the course's on-the-job value is depicted. Then, a question-by-question review of the findings is made--first the participants' answers and then the corresponding superior's views are explained.

General Evaluation of the Program

Perhaps the most re-iterated comment was that this was the first seminar in which state police organizations had a chance to exchange ideas for the solution of common problems. The respondents all expressed a belief that this was one of the strongest points of the program. They believed this seminar approach was important for a number of reasons of which three follow:

1. It gave them a chance to know people from the various organizations so they could call on them personally when having future problems.
2. It gave each police force a chance to discover its strengths and weaknesses vis-a-vis others.
3. Good technical information was passed among various participants and instructors.

Specific portions of the seminar were of great value to the participants in the conduct of their management tasks. Problem solving was the strongest. Several participants were introducing formal problem solving techniques or were at least approaching management problems differently than before the seminar.

Communications was also outstanding while specific techniques, as later discussed, were adopted, the most important contribution was the general acceptance of a participative management philosophy. They seemed to recognize that the old quasi-military techniques of ordering had to be broadened by upward communications. The leadership section, although generally believed to be less important, appeared to reinforce this new attitude.

Perhaps another seminar strength, although somewhat more controversial, was the instruction by outsiders. The feeling was that instructors outside police departments were expert in management techniques and therefore the seminar was kept at a very high level (many said the highest of any they had attended).

These outside professors, however, also created problems in that the instructors often had difficulty relating to police problems. Thus, more effort should be spent orienting the instructors to the previous management training of participants as well as providing reading materials about state police organizations, duties and problems.

The idea of mixing various ranks was generally well received, but a few officers expressed an opinion that the older men were not as receptive to ideas and therefore did not contribute to the extent necessary for greatest group profitability. Some also stated that many participants were close to retirement and the police organizations would benefit more from the attendance of younger members. A contrasting opinion was given that, since state police are quasi-military, training of lower level management will not contribute to greater efficiency as long as inadequate managerial skills are present in top management.

One must conclude that, in spite of organizational problems brought on by inexperience, this seminar was an unqualified success. There were, however, weaknesses. Participants found the planning sessions to be repetitive and weak. In addition, they believed the section on public and community relations to be somewhat unnecessary.

Analysis of General Comments

Many interviewees expressed more than one answer to each question. These answers are discussed below under several general headings.

The Main Contribution of the Program to Participants' Jobs

All thirteen of the respondents found some contribution from the course. Six expressed the belief that the main contribution was the exchange of ideas among the various police organizations. Other important contributions included:

1.	Industry experts were helpful by giving new management techniques.	5
2.	Emphasis on broad management functions.	2
3.	Convinced participants that management problem solving and communications techniques are applicable to police work.	3
4.	Now can better evaluate police officers for promotion.	2

5.	Found it reinforced opinions and refreshed or sharpened previously learned techniques.	2
6.	Staff study.	1
7.	Gave time to sit down and think about management problems.	1

Five of the eight superiors noticed a primary contribution of the program to their subordinates while three did not know if there had been any since the men had been to other schools or in the field. Two believed the main contribution was their subordinates' ability to communicate better, and two said it was necessary to have level training for someone to be in such an important management position. Another mentioned the opportunity to get acquainted with people from other states as the main contribution. Two other remarks were made after some deliberation. They were:

> "This is good career development for a line officer."
>
> "The subordinate is better at problem solving since he now sees the negative side of his decisions."

New Ideas and/or Conceptional Relationships Attributable to the Job

Eight of the 13 participants had seen new relationships or conceived new ideas related to the seminar. There was a wide diversity of ideas and relationships given. Some of the most important were:

1. Two were reviewing personnel evaluation techniques.
2. Two attempted to discover new ways to evaluate police performance and were also seeing new relationships between superiors and subordinates. They thus were attempting new methods of motivating these subordinates

Other ideas given by a single participant included:

1. Looking into applications of decision making systems as an aid to good management.
2. Attempting to get field participation in decisions to avoid communication problems.

One of the persons who indicated no new relationships were gained stated that he had the same work in other schools.

Five superiors mentioned some of the above contributions plus some new ones. For example, some suggestions for measuring performance of police officers was mentioned by superiors. Other positive comments included:

1. Three noted better approaches to problem solving.
2. Mentioned singly were, better insight into the use of sophisticated management techniques, better grasp of budgeting, innovations with jet packs, and more systematic approach to problem solving.

The one individual who did not find any new ideas from his subordinates said that the participant had gone to so many schools that it was difficult to identify the source of his ideas. This opinion substantially agreed with the two superiors who stated they did not know, if there had been any consideration (some also indicated that their men had been in the field since the seminar).

The surprising thing about this area is the number of new ideas identified by superiors, even some not seen by the participants themselves.

Changes in Management Attitudes Resulting From the Program

The greatest difficulty with this area involved getting participants to separate their general feelings that their management attitudes had always been good from specifics. Thus, in spite of careful explanations on the part of the interviewer, only six had positive responses while another six gave a no answer and one didn't know if any change had occured.

1. Four of the attitude alterations involved a change from autocratic management beliefs to an awareness of the need for participative management.
2. Similarly, two said they previously looked too much upon men as numbers without taking into consideration the strains on the employees' personal lives that they were unnecessarly making.

Those giving negative responses said that they had progressive management attitudes from previous schools or previous managerial experience.

Those who didn't know if they had attitudes changes due to the State Police Command-Management Seminar could not differentiate between its effects and those of previously attended schools.

Four superiors detected attitude changes while the remaining four didn't know if there had been any due to previous schools or a lack of contact.

Those giving positive responses were remarkable in that all of their comments reflected changes relating to more delegation to subordinates or other aspects of participative management. A sample of their comments follows:

> "He has stopped concentrating on the nitty-gritty and now delegates more." "He is more aware of other's problems." "There now is more teamwork." "He used to have a more self-centered approach to problems." "He is accepting his role as a manager better. That is, he realizes his responsibilities better by upholding organizational policies to subordinates, even when he is in disagreement with them."

It would appear that the State Police Command Seminar was fairly successful in achieving its goal of creating progressive management attitudes.

New Practices Introduced as a Result of the Seminar

The seminar had been over a relatively short time and thus one would not expect many new practices to have been introduced by participants. Moreover, practices do not always change with stated changes in attitudes. Thus, the five positive responses to this question were unexpected (eight replied in the negative). The following positive responses were obtained:

1. "Am using a personal review form adopted from our test."
2. "Used to have a monthly staff conference but now have one every week - I also use participative ideas generated at the conference."
3. "Have used seminar ideas about conference agenda."
4. "Have instituted a round table approach to my leadership conferences."
5. "Changing evaluation form for promotion to include leadership potential."

Only two superiors noted changes. The two who indicated new practices were supportive of the participant's statements. They included a change in evaluation forms and new leadership techniques. In addition, one stated the participant had changed his methods of doing staff work to include more supportive details.

Evaluation of Seminar Specifics

Communications

What did you consider to be the most important in the Communications area?

Nine found something of importance, while five thought it of little value and one didn't know.

Two were helped most in their conduct of conferences; one with briefing and three were working on improving communications with subordinates (giving orders better, etc.). Others were correcting bad communications habits identified at the seminar. Those who responded negatively, or didn't know, said that they had communications training at other schools or in their own training programs. Perhpps a screening of applicants' previous scholastic backgrounds could clear up this apparent redundance.

Only three superiors saw corresponding improvement in communications on the part of the participants with superiors, peers, or subordinates.

The superiors' comments were, however, quite interesting. They ranged from a "better ability to phrase things" and "more articulate," to "clearer about the role of the chain of command." Other remarks included "better planned verbal reports to peers," "constructive discipline improved with subordinates," "shows people what to do," and "keeping better minutes of meetings with subordinates."

Did any of the leadership and participation groups help you work or give you ideas?

Surprisingly, more found this of value than answered in the affirmative to the first general question. The tally was seven yes, four no, and two did not know. Their reasons were very similar to those stated to the preceding question with the addition of, "the self-discipline of hearing people out was excellent."

Of what values were the oral presentation and briefing?--There were seven finding value, three found none and three didn't know.

Few specifics were mentioned but two stated the preparations were helpful while one claimed now to be debriefing subordinates. Those who didn't find it helpful due to their previous experiences believed the session to be of use to those lower echelon managers without experience.

Five superiors believe their subordinate's briefings had improved through greater confidence, better organized thoughts, and an ability to come to the point more quickly.

Has your handling of conference groups or committees changed in any way as a result of the seminar?--Only four believed this aspect of their management had changed. Here views of "now being able to plan conferences better," "ability to draw out introverts at meetings," and "a conscious effort to get more participation" indicates the range of supportive answers. Those remaining found it a useful refresher or "old hat."

Only three superiors noted any changes in the handling of conference groups. Two of these noticed an improved ability on the part of subordinates to get more participation from his men as the main seminar attributable transformation.

Problem Analysis

This was undoubtedly one of the strongest sessions of the seminar. Nine of the twelve respondents (one could not attend this session) found it important. Their remarks follow:

> "This session provided a systematic method of getting to the cause of a problem."
>
> "It forced you to think -- in fact it even required discipline to follow it."
>
> "It forced one to think about problems objectively since they were not police problems."
>
> "The matrix presented was most useful."
>
> "I found work measurement extremely beneficial and thought provoking."

Have You Had an Opportunity to Utilize Your Method of Problem Analysis Presented in the Seminar?--Seven replied in the affirmative and six said no. Three used the decision making matrix given in the seminar while the other four believed they now weighed both sides of a problem more carefully. Specifics of this matrix utilization included using it for planning a training program, making a presentation to the legislature, putting in a system for subordinates to follow and as a method for inspection evaluations.

Two participants believed these problem solving methods to be of definite value to their department through the improvement of decision making quality and efficiency.

Six of the participants believed a real change in their approach to decision making resulted from the program. For example, they now used a more analytical approach to problem solving and had a better ability to weigh the alternatives before making a decision. Those who didn't see any change, in the main, still believed it was useful ("it just sharpened what I already knew").

Of What Value Were the Practice Cases?--Nine believed them to be of value while three expressed negative viewpoints. They generally credited these cases with sharpening their thinking by not allowing them to think in terms of old rule-of-thumb police methods. In contrast, those who made critical remarks believed that the cases should have involved police work.

Only two superiors noted any change in the participants' ability to analyze problems and one mentioned the introduction of new problem solving techniques.

Planning

Planning was an unsuccessful session in this seminar. Only two of the thirteen participants found anything of importance. Those finding it useful said that it taught them to look further ahead or to organize material compiled by others. The majority stated that they had planning in other schools (5), didn't remember anything from this one (3), were previously planning officers (2) or thought it could have been taught at higher level (1).

Two believed their approach to planning had changed; one had instituted planning conferences with his people and the other is now doing longrange planning. One of those indicating no new planning himself believed this section would be of value to first-line supervisors for planning their selective traffic enforcement procedures.

An interesting contrast is provided by the superiors. Four of the eight mentioned changes in participants' planning approach. (None identified any suggestions concerning planning.) It may be that superiors are giving some credit to the planning section that more properly belongs elsewhere. For example, one mentioned planning for budgets (control). Others mentioned improved ability at planning training sessions and/or programs for fellow officers.

Control

Control was most beneficial for the seven affirmative participants in terms of work measurement (3), computer operators (1), and budgeting (1). Others found that industrial controls are applicable to police work (2).

In answer to the specific questions about control, ten had new ideas about work measurement. They did have problems, however, applying production line techniques to police work. Three said they had passed on some seminar created ideas to their superiors through discussion of work measurement problems. One mentioned a specific--namely that service to motorists should be added to criterion for evaluating troopers doing traffic work. Only one superior remembered any work measurement suggestions given by participant.

Instruction in financial control benefited seven participants. Two who responded negatively, and one who benefited, believed that more about "Program Planning and Budgeting" should have been given. Two also said budgeting was centralized in their department and thus they did not work with it.

No superiors found value to the participants from the financial control session. Only one participant made any contributions based on computer control. Apparently, many did not work with computers, the session was over their head, or their state police department did not have a computer. Many of those receiving no benefit, however, found the session interesting. One superior attributed the computerizing of a report previously done manually to the seminar.

Leadership

Only three participants rememberedanything of value in the leadership training. Six, however, believed the refresher to be good even if they could not identify anything of importance. Most other police oriented schools and their own training programs apparently included similar leadership sessions. However, many found value in some of the specific parts of this portion of the seminar.

Four said they changed their leadership style by being more empathic with their subordinates' goals and/or being more participative in decision making. Two superiors noted leadership style changes. Their comments revealted similar phenomen, e.g., "he has moderated in his approach to people" and "he has learned to lead instead of drive." When asked about new techniques used to engender greater trust five indicated they used them, but only four could identify anything specifically. They were:

> "Am now resigned to the fact I must trust people and they in turn their subordinates."
>
> "I now try to treat subordinates as gentlemen."
>
> "I now tell why I want something done rather than just to do it."
>
> "Am now trying to challenge people more to do a good job."

No one, however, knew if these techniques were successful.

Seven believed the training about levels of human behavior to be valuable. Much controversy settled around the unorthodox teaching methods of the instructor. Some liked him, others disliked him but not his material, and the rest hated both. Certainly, no one forgot him or the lecture. This writer therefore believes it was of much value to the participants since they remembered a great deal about man's basic motivations.

Three participants and three superiors saw change in unit morale. Those that cited improved morale centered their comments on teamwork and small group inter-personal relationships.

Four reported making suggestions concerning leadership to their superiors. They were attempting to get subordinates to try more ideas, teach leadership in their own training programs, challenge men more, or delegate more authority to the men. No superiors remembered suggestions made by the participants concerning leadership.

Only one participant reported higher subordinate productivity as a result of the seminar. He stated that better utilization of a newly installed system (supposedly due to his improved leadership) had increased arrests per man. Two superiors reported better first line supervision of the men due to the conference.

Organizing

Three participants remembered something of importance here. Criticism of the IACP instructor was prevalant. This evaluator believes that a non-police organization instructor might be better received. Another alternative would be to obtain the services of a state police expert with no urban police background.

Few remarks of any value were made in this section. Three departments were re-organizing on a major or minor basis and these participants found the sessions extremely valuable.

Four superiors found some value in the sessions. Three of these were the departments considering some re-organization while the remaining one was discussing management problems with the participant.

Role of the Policeman

While most liked and enjoyed one of the instructors (they often mentioned him), Dr. Lejins, most believed state police community and public relations presented few problems. Only three found anything of importance in this session. Those who did find value expressed concern with press relations and/or lack of feedback that they were getting concerning their subordinates' relations with the public.

Two superiors believed that their subordinates had a better recognition of the manner in which the law should be enforced. All in all, state police participants and their superiors saw few community problems due to the high esteem in which the public held state troopers.

STRENGTHS AND WEAKNESSES OF THE PROGRAM

These could best be summarized in the following tables.

TABLE I: STRENGTHS

Items	No. of times mentioned
Meeting other state police in an informal situation	7
Communications	3
General Principles of Management	5
Problem Analysis and Decision Making	2
Levels of Human Behavior or Sociology	2
Staff Study	1
Class Participation and Constructive Arguments	1
Organization	1
Role of the Policeman	1
Delegation of Authority	1
Measuring and Controlling	1
Motivation	1
Getting Outside Experts	1
High Level Presentation of the School	1

TABLE II: WEAKNESSES

Items	No. of times mentioned
Staff Studies -- not enough time allowed	8
Organization Section	3
Received more P.P.B.	3
More instructor understanding of police problems needed	3
Communications--have had too much of the subject	1
Need something on press relations	1
Tried to cover too much territory for the time	1
Should place more emphasis on police problems	1
Too many old men as participants	1
More time on lectures -- less on breaks	1
Showed films had already seen	1
Work measurement should be adapted to police	1
Much had been given in other schools	1
Have not seen results of staff studies	1
Need more different kinds of subject materials	1

TABLE III: RECOMMENDED CHANGES IN THE PROGRAM

Items	No. of times mentioned
More P.P.B.	5
Assign staff studies first week	3
Give more small group psychology	1
Give easier staff problems	1
Have work on performance standard for policemen	1
Change text	1
Get someone from F.B.I. to handle computer problems	1

Each and every participant would recommend this seminar to fellow officers. Comments such as "terrific," or "as good a course as I have attended" were standard. The only qualification expressed was that the program should not be wasted on anyone but high capability personnel.

All superiors also would recommend the course to their subordinates. They did, however, voice some qualifications and/or complaints.

> "No one lower than Lt. should attend."
>
> "They should have a make-up session if someone has to leave."

Other comments included:

> "I would like to see everyone take a course like this."
>
> "I still have some division commanders that I would like to send."
>
> "I would also like to recommend it for my superiors."

DESIRE FOR FOLLOW-UP

Ten of the thirteen participants expressed desire for a follow-up program. They would like the program to include the items listed in Table IV.

TABLE IV: FOLLOW-UP

Items	No. of times mentioned
Program Planning and Budgeting	3
One week discussion of application of the seminar to the job after one year of time has elapsed	2
Police Work Measurement and Evaluation	1
Background work along the same lines	1
More Basic Psychology	1
Computer Training	1
Advanced Communications	1
Personnel Evaluation and Testing of Minority Groups	1

Six superiors expressed a desire for a follow-up for the participants. Two suggested that a quick (3 or 4 day) resume be conducted with the same group to find out what was accomplished and what each missed. Two others asked for a more advanced seminar--a longer course--organized along the same lines. Finally, one superior believed that computer training would be good.

The superiors were also asked if they would like such a seminar for themselves. Five said they would. Their responses follow:

Three would like one similar to the one presented with special emphasis on manpower assignment, budgeting and managerial use of the computer, problem analysis and motivation. Another expressed a desire for very high level work in decision making, communications, and public relations with emphasis on how to do it rather than what to do. One high level official, whose time was very valuable, expressed the need for superintendents to meet for a few days for discussion with special emphasis on computer manpower analysis.

ANNEX X

INTERVIEW INSTRUCTIONS

1. Interviewer introduces himself.

2. Points out he is there to evaluate the State Police Command-Management Seminar.

3. Interviewer suggests that he is an independent agent and wants evaluation to be independent, that is, negative, neutral or positive results are all equally important.

4. Interviewer now turns to the appropriate questionnaire to complete any data missing from the first page.

5. Questionnaire is used as a guiding tool but not as a limiting device. Thus, extra comments should be noted and evaluated.

6. After finishing the questionnaire the interviewer will thank the officer for his time.

7. Final comments will be made along with the benefit of a recorder where possible.

ANNEX Y

STATE POLICE COMMAND - EVALUATION - COMMANDING OFFICER OF PARTICIPANT

Police Service Data

Name of Participant ______________________________ Age ______

Name of Commanding Officer ______________________________ State ______

Duties and responsibilities in present assignment:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Have you participated in the State Police Command Management Seminar (yes/no)

____

How long have you been associated with the participant ______________ (years)

Were you the supervisor before the Seminar. (yes/no) ______________

Additional Comments: ______________________________

____

____

____

____

____

1. **What do you consider to be the primary contribution of this program to your subordinate's job? (some/none/don't know) Explain**

____

____

____

____

____

____

____

____

2. **Has the subordinate contributed any new ideas or has his ability to see new conceptional relationships improved since taking the State Police Command Seminar? (yes/no/don't know) Explain**

____

____

____

____

____

____

____

____

3. Has ____________________'s attitudes toward management changed as a result of the seminar? (yes/no/don't know) Explain

4. What new practices has ____________________ introduced as a result of the State Police Command Seminar? (some/none/don't know) Explain

The Seminar was broken down into (hand inverviewee a copy of the Seminar Plan) Communications, Problem Analysis and Decision Making, Fundamentals of Management, Planning, Controlling, Leading and Directing, Organizing, Public and Community Relations and finally a Workshop. I will ask questions related to each of these areas, with one or two exceptions, in terms of their contributions to ____________________'s on-the-job performance. Thus we will begin with Communications (take back the Seminar Plans).

COMMUNICATIONS

5. What improvement, if any, have you seen in ______________'s ability to Communicate? (some/none/don't know) Explain

5.1 With his superiors? (some/none/don't know) Explain

5.2 With his peers' ?(some/none/don't know) Explain

5.3 With his subordinates? (some/none/don't know) Explain

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____

5.4 Has ______________'s oral presentations and briefings improved? (yes/no/don't know) Explain

____

____

____

5.5 Has ______________'s handling of conference groups changed in any way as a result of the seminar? (yes/no/don't know)

How?____

____

____

PROBLEM ANALYSIS

6. Has ______________'s ability to analyze problem's changed in any way since the seminar? (yes/no/don't know) Explain

____

____

____

6.1 Has ________________ attempted to introduce any new formal methods of problem analysis since the seminar (yes/no/don't know) Explain

____

____

____

PLANNING

7. Has ________________'s approach to planning changed in any way as a result of the seminar? (yes/no/don't know) Explain

____

____

How? ____

____

7.1 What suggestions has ________________ made to you about planning since the seminar? (some/none/don't know) Explain

____

____

____

CONTROL

8. Has ________________ contributed any new ideas concerning work measurement since the seminar? (yes/no/don't know) Explain

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____

____

8.1 Has ______________ contributed any new ideas concerning financial control since the seminar? (yes/no/don't know) Explain

____

____

____

8.2 Have any new policies or practices resulted from these ideas? (yes/no/don't know) Explain
(Ask only if the answer to 8.1 is yes)

____

____

____

8.3 What observations and innovations, if any, has ______________ contributed to you concerning computer planning and control? (some/none/don't know) Explain

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____

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LEADERSHIP

9. In what way, if at all, has ______________ changed his leadership style as a result of the seminar? (change/no change/don't know) Explain

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____

____

9.1 Has ______________ introduced any observable new techniques to engender greater thrust and motivation among his subordinates? (yes/no/don't know) Explain

____

____

____

9.2 Have these techniques been successful? (yes/no/don't know) Explain (Ask only if the answer to 9.1 is yes.)

____

____

____

9.3 Has __________'s leadership training changed the morale in his unit? (yes/no/don't know) Explain

____

____

____

9.4 Has ____________made any suggestions to you concerning leadership since the seminar? (yes/no/don't know) Explain

____

____

____

9.5 Has the productivity of ________________'s subordinates changed as a result of his leadership training? (yes/no/don't know) Explain

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ORGANIZING

10. What organizational barriers, if any, to effective management has __________________pointed out to you since the seminar? (some/none/don't know) Explain

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____

10.1 What changes, if any, have resulted from _______________'s suggestions? (change/no change/don't know) Explain
(Ask only if the answer to 10 is yes)

____

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____

10.2 Has ________________________ suggested any organizational changes to you? (yes/no/don't know) Explain

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ROLE OF POLICEMEN

11. Has _________________ done anything to improve public relations within his unit since the seminar? (yes/no/don't know) Explain

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____

11.1 Has ___________________ suggested any change to you concerning public relations since the seminar? (yes/no/don't know) Explain

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____

11.2 Has he suggested that the department get involved with the Community in some new way since returning from the program? (yes/no/don't know) Explain

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GENERAL

12. Would you recommend this course to other subordinates? (yes/no/ don't know)

13. What kind of follow up program would you wish to set up for ____________________? (some/none/don't know)

14. What type of program would you like for yourself? (some/none/don't know)

ANNEX Z

STATE POLICE COMMAND-EVALUATION - PARTICIPANT QUESTIONAIRE

Police Service Data

Name ______________________________ Age _____ State ______________
(last) (first) (nickname)

Duties and responsibilities previous to the seminar:

1. ____
2. ____
3. ____
4. ____
5. ____

Are these the same as those before the seminar? (yes/no) ______________.

What are your new duties?

1. ____
2. ____
3. ____
4. ____
5. ____

1. What do you consider to be the main contribution of this program to your job? (some/none/don't know) Explain

2. Have you had any new ideas or have you seen any new conceptual relationships which you can attribute to the STATE POLICE COMMAND SEMINAR? (yes/no/don't know) Explain

3. Do you believe that your attitudes toward management have changed as a result of the Seminar? (yes/no/don't know) Explain

4. What new practices have you introduced as a result of the STATE POLICE COMMAND SEMINAR? (some/none/don't know) Explain

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The seminar was broken down into (hand interviewee a copy of the Seminar Plan) Communications, Problem Analysis and Decision Making, Fundementals of Management, Planning, Controlling, Leading and Directing, Organizing, Public and Community Relations and finally the Workshop. I will ask questions related to each of these areas, with one or two exceptions, in terms of their on-the-job value. Thus we will begin with Communications (take back the Seminar Plan).

COMMUNICATIONS

5. What did you consider to be the most important in the Communications area? (important/unimportant/don't know)

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____

5.1 Of what value was it to you on-the-job? (some/none/don't know) Explain

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____

5.2 Did any of the leadership and participation groups help your work or give you ideas (yes/no/don't know)

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____

____

How? ____

5.3 Of what value were the oral presentations and briefings? (of value/not of value/don't know) Explain

5.4 Has your handling of conference groups or committees changed in any way as a result of the seminar? (yes/no/don't know)

How? ____

PROBLEM ANALYSIS

6. What did you consider to be of primary importance in the Problem Analysis Sessions? (important/unimportant/dont know)

6.1 Have you had an opportunity to utilize your methods of problem analysis presented in the seminar? (yes/no/don't know)

How? ____

6.2 Of what value has it been to you or your department? (of value/ no value/ don't know) Explain
(Ask only if the answer to 6.1 is yes)

6.3 Have your methods of making decisions changed as a result of this program? (yes/no/don't know) Explain

6.4 Of what value were the practice cases? (of value/no value/don't know) Explain

PLANNING

7. What did you consider to be the primary emphasis of the Planning Session?

7.1 Has your approach to planning changed in any way as a result of this seminar? (yes/no/don't know)

How? ____________________

7.2 What suggestions concerning planning have you made to your supervisor as a result of the seminar? (some/none/don't know) Explain

CONTROL

8. What did you consider to be most important in the Control session? (important/unimportant/don't know)

8.1 Have you had any new ideas about work measurement as a result of this session? (yes/no/don't know) Explain

8.2 Have you passed any of these ideas on to your supervisor? (yes/no/don't know) Explain

8.3 Did you receive any benefit from the session on financial control? (yes/no/don't know) Explain

8.4 Have any new policies or practices resulted from these benefits? (yes/no/don't know) Explain
(Ask only if the answer to 8.3 is yes)

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____

8.5 What innovations have you observed and contributed to your supervisor based on computer planning and control? (some/none/don't know) Explain

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LEADERSHIP

9. What did you consider to be most important in the leadership sessions? (important/unimportant/don't know)

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9.1 In what way have you changed your leadership style as a result of the seminar? (change/no change/ don't know) Explain

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9.2 What new techniques have you utilized to engender greater trust and motivation among your subordinates? (some/none/don't know) Explain

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9.3 Have these techniques been successful? (yes/no/don't know) Explain (Ask only if the answer to 9.2 is yes)

9.4 Has your knowledge of the levels of human behavior affected your leadership? (yes/no/don't know) Explain

9.5 Has your leadership training changed morale in your unit? (yes/no/don't know) Explain

9.6 Have you made any suggestions concerning leadership to your supervisor? (yes/no/don't know) Explain

9.7 Has the productivity of your subordinates changed as a result of your leadership training? (yes/no/don't know) Explain

ORGANIZING

10. What did you consider to be most important in the Organization sessions? (important/unimportant/don't know)

10.1 What organizational barriers to effective management have you discovered in your state police organization? (some/none/don't know) Explain

10.2 What have you been able to do about them? (change/no change/don't know) Esplain (Ask only if the answer to 10.1 is yes)

10.3 Have you suggested any Organizational changes to your superior? (yes/no/don't know)

Name Some ____________________

ROLE OF POLICEMEN

11. What did you consider to be the primary emphasis of the session about the role of the Policeman?

11.1 Have you done anything to improve public relations within your unit? (yes/no/don't know) Explain

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11.2 Have you suggested any changes to your superior concerning public relations? (yes/no/don't know) Explain

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11.3 Have you noticed any new relationships developing between your department and the community since returning from the program? (yes/no/don't know) Explain

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11.4 Have you suggested that your department get involved with the Community in some new way since returning from the program? (yes/no/don't know) Explain

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GENERAL

12. What are the strong points of this program? (some/none/don't know) Explain

13. What are the weak points of this program? (some/none/don't know) Explain

14. What changes would you make in the program after being in the field? (some/none/don't know) Explain

15. Would you recommend this course to fellow officers? (yes/no/don't know) Explain

16. What kind of follow up program would you wish to set up for yourself? (would have follow up/would not have follow up/don't know) Explain

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____

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